

RECREATION

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— January, 1933 —

Newark Plans for Play

By Weaver Pangburn

Spectator Sportsmanship

By John J. McGovern

Making the Library a Recreation Center

By George R. McCormack

Volunteer Leadership in the Recreation Movement

Bump-the-Bumps Slide

By B. G. Leighton

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Table of Contents

	PAGE
Newark Plans for Play, by Weaver Pangburn	459
Spectator Sportsmanship, by John T. McGovern	465
Valentine Party Suggestions	468
For a Washington's Birthday Party	469
Bump-the-Bumps Slide, by B. G. Leighton	470
The Play's the Thing! by Miriam Churchyard	473
Ye Old Stocking Puppet, by Myrtle M. Bridge	476
Making the Library a Recreation Center, by George R. McCormack	478
Volunteer Leadership in the Recreation Movement	480
Building Recreation on a Slim Purse, by Robert Couchman	487
Recreational Symphony Orchestra, A, by Harry F. Gloré	490
Out-of-Door Play School, An	492
World at Play	493
Magazines and Pamphlets	500
Our Decision Is	502
New Books on Recreation	503

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Economy

SAVE wherever possible—but do not save where you cannot.

Money is being wasted right now trying to save where it cannot be done.

There is no saving in closing a church. It is a great extravagance to close the schools for "two days a week."

There is real economy in opening up more libraries and buying and circulating more books.

"Burning people out" through idleness is worse than burning up buildings because people are the real wealth, the creators of wealth. Books to keep minds and souls alive, to keep them from turning to dust, are real economy.

But every one can't read and no one can read all the time. Man must be active or he ceases just that much to be man. That's the nature of man.

Gardens now are for activity as well as for food. Music helps keep up the rhythm of living.

Swimming pools, skating ponds, ball fields, indoor recreation centers, handcraft centers—are not luxuries, unless it is a luxury for the human being to keep active.

Keeping men active when there is no work is the first essential in any program of economy.

We keep the mines pumped out—even when they are idle, because otherwise no mines are left when we want to go back to work.

Men without activity—mines without pumps—both are equally wasteful. Even our machines we keep up against the time of using again. Activity is just as essential as food—to keep men fit for the time of working again.

But God forbid that we think of men, of ourselves, only as a means of production!

What of real living for ten to twelve million men and women who for a year have had no "life" in work and must have "life" if they have it at all, in their homes, their churches, their recreation centers. If work is withheld, withhold not music, drama, art, beauty, sport. Withhold not the chance to be active in ways that give a measure of growth, a measure of satisfaction.

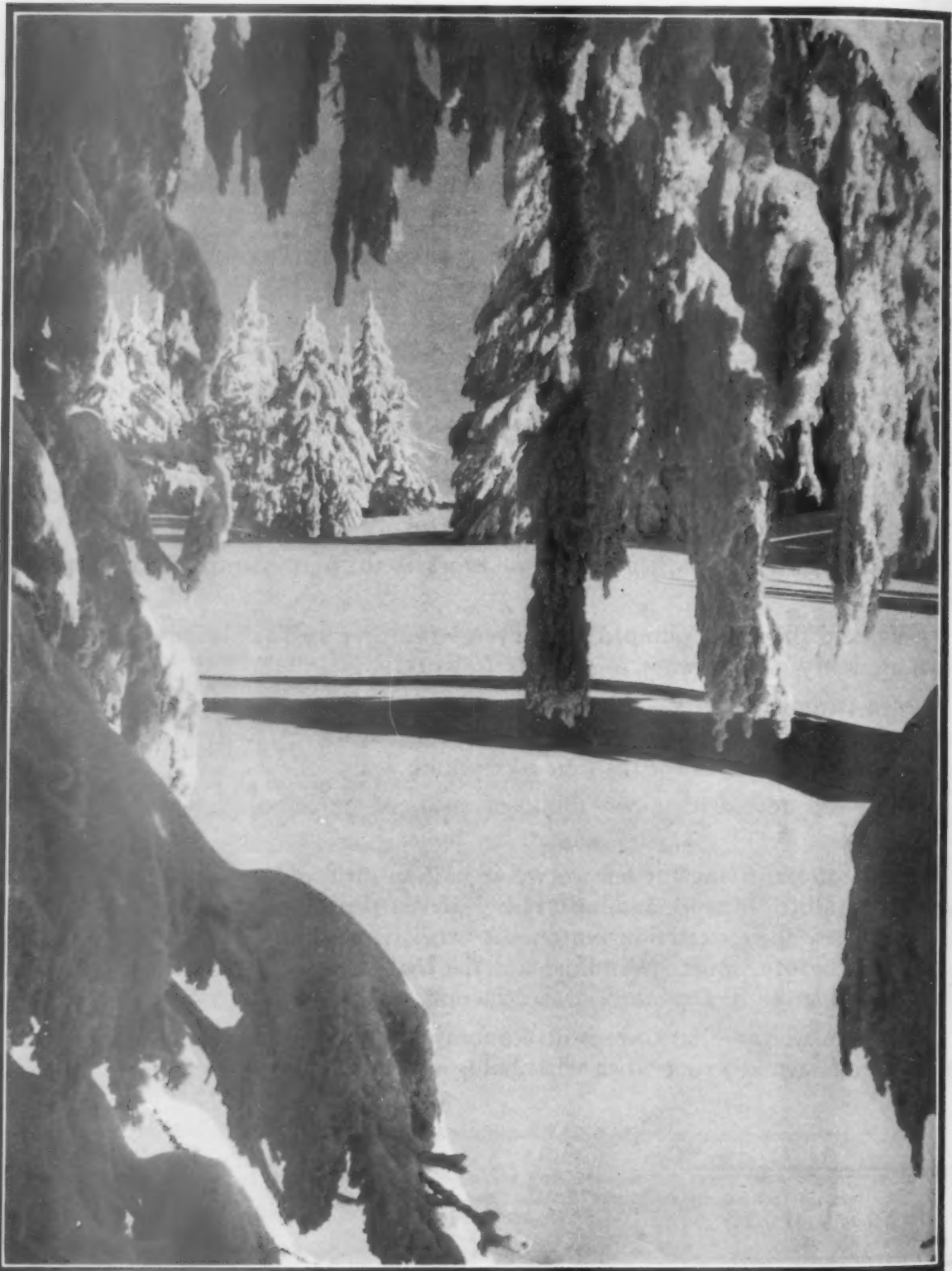
Economize, yes—but there is no economy in reducing religion, education, libraries, recreation, art, at a time when what holds men's souls together should be increased.

HOWARD BRAUCHER.

January, 1933

Winter's Fairyland

I



Courtesy "American Forests"

Newark Plans for Play

By
WEAVER PANGBURN
National Recreation Association

How one large city organized and is administrating its recreation program.

IN 1928 John H. Logan, Superintendent of Schools, and the Board of Education in Newark, New Jersey, decided to establish within the school system a recreation department responsible for both the after-school activities of school children and a community recreation program for older youth and adults. The plan was conceived definitely as a part of the school scheme with its work closely integrated and correlated with the curriculum, yet retaining all the freedom and voluntary participation traditionally associated with the recreation movement.

It is now three and one-half years since this new approach to the organization of a community recreation program was undertaken. The adjustments and reorganization necessary to its functioning having now been completed, a review of the plan and the accomplishments to date is appropriate.

Expressive Living the Objective

The plan is based on the recreational needs of persons of all ages and diversified interests. Drama, music, crafts, and social recreation are included along with games, apparatus play, dancing, and

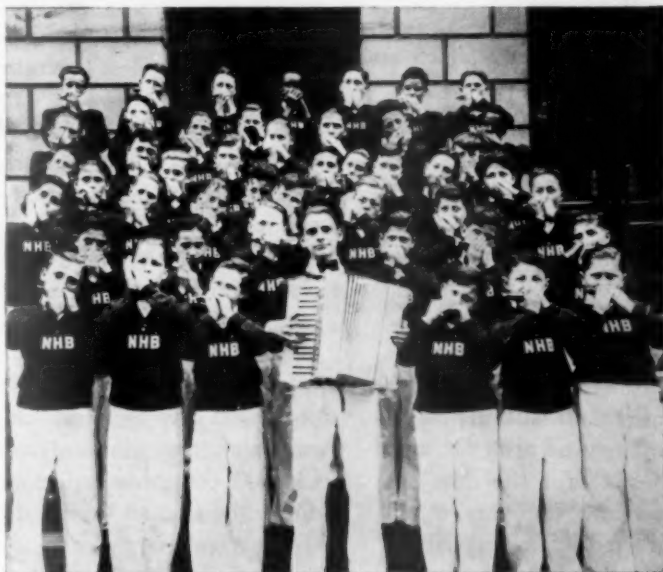
sports. Emphasis is put upon participation to the maximum degree while the passive watching of the activities of others is discouraged.

The purpose of the program, to quote the director's statement, is, "to offer opportunities for the citizens of Newark to participate in worthwhile leisure-time activities and thus make their lives more satisfying and expressive, and to make for the community better citizens." Emphasis is put on group initiative and responsibility in order that the citizenship objectives may be more readily attained.

It is expected that insofar as children and youth in school are concerned, activities will mainly grow out of curricular interests. Individuals taught game skills under the physical education department, music skills under the music department, and crafts

under the manual arts department secure their opportunities to exercise these skills on the playground and at the community center under the general direction of the recreation department. Thus the curricular and the after-school activities are related. They interact upon and enrich each other. The recreational interests appearing in the life of the child and

influencing his well-rounded development are brought together in a coordinated



For many, music is vital to expressive living. A band is one of the activities on the program of Newark's Recreation Department.

program of after-school activities. It is also implicit in the Newark plan that a cooperative relationship should be built up with the private agencies which have organized recreation programs in the city.

There is a clear-cut demarcation between the responsibility of the recreation department for after-school activities and the responsibility of other departments which are concerned with curricular training during the regular school hours.

Integral Part of the Schools

To develop a recreation program with such objectives, it was obviously necessary to place it under the leadership of individuals having the viewpoint, training, and experience suited to community recreation. Lewis R. Barrett, the successful superintendent of recreation in Des Moines, was employed as director. Mr. Barrett's extensive and detailed survey of the Newark situation and his recommendations resulted in the present plan of organization and administration.

The recreation department is on the same basis as the child guidance department, department of music, department of physical education, and other departments of the Newark school system. The director is responsible to the superintendent of schools. His program embraces the conduct of after-school playgrounds during the school year, daily programs on all playgrounds during the summer, the operation of community centers, intra-mural athletics, industrial and other city-wide athletic leagues, and cooperation in recreational programs with the various community agencies and institutions. The director has one man assistant who is responsible for the development of athletics, and a woman assistant, responsible for the development of balanced programs in the playground and center. This, supplemented by secretarial assistance, constitutes the central headquarters staff.

Of this arrangement Dr. L. L. Jackson, assistant superintendent of schools, has stated, "It is logical because it brings the recreation program under the direction of individuals especially trained for recreation service, it unifies the varied

recreational interests of the individual, and it assures the correlation of recreation activities with the training provided by the other school departments. The addition of this department and the development of its program are essential if the schools are to provide Newark children with the activities necessary in well-rounded lives and prepare them for adequate living in adulthood. The results have fully justified this type of organized recreation service."

A Twelve Months' Program

Each playground has two to three workers—a man playground director, a woman play leader, and where there is an additional worker, an assistant play leader. There are several classes of playgrounds. Class A playgrounds and community centers, which number seven, include beside the playgrounds, community centers for adults open at the minimum on Tuesday and Friday nights each week from seven to eleven o'clock from November 1 to May 1. Many forms of clubs, classes, and activity groups are conducted there under trained leadership. The playgrounds operate under trained leaders from three to nine on

school days, ten to one and six to nine on holidays and Saturdays during the fall, winter, and spring; and from one to nine during the summer months. The playground programs, which are arranged for children up to sixteen years, include active games, athletics, quiet games, dancing, dramatics, music, handcrafts, and club organizations.

Class B playgrounds, numbering twelve, are organized like those in Class A with the difference that they do not have community centers. Class C playgrounds, seven in number, are conducted by trained leaders for children up through ten years. As in the case of the other playgrounds the activities are highly diversified. There are also five playgrounds classified as D. They are organized the same as Class A and B playgrounds except that they are open only during spring, summer, and fall months, closing from September 1 to April 1 because of lack of indoor facilities.



Courtesy Board of Recreation, Greenwich, Conn.

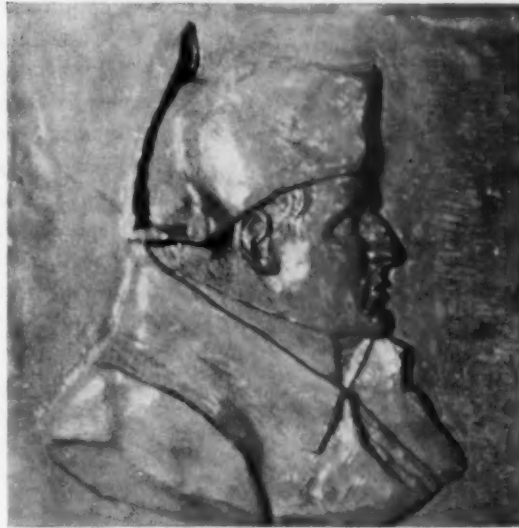
There are few recreation programs today which are without pet shows.

Besides these facilities there are two playfields having large areas suited to athletic and other activities of both older as well as younger people. Furthermore, there are nine athletic centers restricted exclusively to league basketball for boys and girls, men and women, representing groups from churches, club teams, industries, local institutions, and fraternities.

Raise Qualifications of Directors

With the establishment of the new department, qualifications for all playground leaders were immediately raised. The previous requirements minimized the value of general educational preparation as well as special training for playground work. Anyone who had graduated from a four-year high school course or its equivalent and *attended* any normal or special school, college, or university for one year was eligible to become an assistant (play leader) on a playground; and anyone qualified as above after serving two years in the capacity of an assistant might become a director (head play leader). A director might qualify simply by having a four-year high school course and a two-year normal school course. The examination for a position was solely a practical one covering the teaching of games and a demonstration upon the part of the candidate of skills in certain sports.

The qualifications now are as follows: Applicants for the position of playground or playfield director in a Class A playground or playfield must possess one of the two following qualifications: I. (A) Graduation from an approved college or university, (B) a minimum of one year's additional training in recreation work at a recognized school or university, and (C) at least two years' successful experience, or its equivalent, in recreation work including playground work, club work for children and adults, and community center experience; or II. (A) Four years' experience in the Newark city playgrounds as a playground leader in Class A playgrounds or a playground



Through encouraging handcraft and arts much latent talent is being developed.

director in Classes B, C, or D playgrounds and (B) 450 hours of approved college work.

Applicants for the position of play leader in a Class A playground or playfield must possess the following qualifications: (A) Graduation from an approved four years' high school course or its equivalent, and (B) graduation from an approved three year's normal school course or its equivalent and (C) two years' successful experience in playground work.

Class B Workers

The qualifications of applicants for the position of director in a Class B playground are the same as for a play leader in a Class A playground.

Applicants for the position of play leader in a Class B playground must possess the following qualifications: (A) Graduation from an approved four-years' high school course, or its equivalent, and (B) graduation from an approved three-year normal school, or its equivalent.

Candidates for positions in Class C or D playgrounds must possess the following qualifications: (A) Graduation from an approved four-year's high school course, or its equivalent, and (B) at least two years' attendance in a professional training school, school for teachers, college, or university.

All applicants for positions on playgrounds, playfields, and in community centers are required to pass a written and practical examination covering phases of recreation work determined by the Board of Examiners. Only those passing the written examination are eligible for the practical examination and oral test. The Board of Examiners may waive the practical examination at its discretion.

All persons qualified and appointed to a playground position may be advanced to a higher position or a playground when such persons meet the qualifications required for such position and playground.

Leaders Take Advanced Study

At the time of their appointment under these new standards, eight playground directors and playleaders had four to five years of undergraduate college or university work and at least one year of graduate work. Eight other workers had one to three years of college undergraduate work and three years of normal school training. Twenty others had two to four years of normal school training.

Since their appointment two playground leaders have taken two years of graduate work in college, eleven have taken one year, and one has taken part of a year. Eleven have taken two years of undergraduate work and eight one year. Six of the directors in the department hold the degree of M.A. and one other will receive that degree in 1933. Nine leaders and directors have taken the course at the National Recreation School and four others are at present enrolled.

Playgrounds and Centers, a Unit

The Class A playgrounds and community centers are operated as a unit, the playground staff being responsible for the center as well as the playground activities. While the policies for the entire recreation program are formulated by the director of the recreation department and the program is under his general supervision, the principal of each school has full authority for his school building and playground at all times. The playground director is expected to consult the principal at least once a week on his program and to provide him with his weekly forecast and report. The principal is expected to report to the superintendent at least once each term on the efficiency of all workers employed on the playground.

All full-time recreation workers give six hours a day to their work exclusive of an hour for dinner. In Class A playgrounds all workers appointed for community center activities give at least ten hours a week in the neighborhood making contacts in addition to their regular work. Playground workers sign the school time sheet. The recreation director makes up the time sheet for the

payroll and gives it to the principal for his approval, the latter forwarding it to the school secretary. Pay checks are handed by the principals to the playground directors the same as to teachers.

Each Class A playground has a certain sum, at present \$350 a year, for the hiring of supplementary leaders in such activities as craft classes, orchestras, bands, choruses, and drama groups. These leaders ordinarily are obtained from the teaching staff of the schools on the recommendation of the heads of the respective departments to which they belong. Only such teachers as have the recreational or "hobby" viewpoint are recommended.

The two nights a week for Class A community centers are a minimum. Some centers are open oftener. Each center is allowed fifteen additional nights of janitorial service over and above that designated for the minimum number of nights of community center activity. During the present emergency, gymnasiums are available extra nights each week for the special use of unemployed men. This, of course, is under leadership. A playground director has the privilege of using any part of the school building with the approval of the principal.

Genuine Neighborhood Institutions

To be adequate as a community center director, the leader must understand neighborhood social conditions and problems as well as be a competent administrator of activities. He can not work by the clock, but finds himself usually working much longer than the hours of his contract call for. The neighborhood service is further developed by the formation of advisory councils who reflect the neighborhood's wishes as to activities. That these councils might include the most representative and capable individuals, they

have not been created hurriedly, but have developed gradually as the director and his assistants through their contacts discovered the most effective persons. The numbers in the councils vary. At one center there are thirteen of whom seven are women and three, physicians.

"Any well-planned community recreational program must be of sufficient breadth to meet the recreational needs of all different age groups. Music, dramatics, social, manual, club, physical activities - all have their place in such a program. Such a program also should be closely coordinated with the curricular program of the school, especially that part of the program which has to do with the recreational life of the school-age child. In the main, the recreational activities for this group should have their start in the curricular program and should to a degree at least be a carry-over from this program."
— John H. Logan, Superintendent of Schools, Newark, N. J.

Directors are given the maximum amount of freedom in the conduct of their playgrounds. The emphasis is put upon having everything that is done grow out of the neighborhood's need. Clubs are organized around common interests in activities. The leaders have a free hand in giving publicity to and interpreting their programs. They may give stories to newspaper reporters. They are urged to contact industries as well as homes in explaining what the playgrounds and centers offer to the neighborhood. The central office has issued a poster describing the playground and community center activities which is available for use at factories and at other strategic points. Mr. Barrett's view is that neighborhood publicity is more important than the release of newspaper stories and other publicity from the headquarters office. Each playground is encouraged to have its own newspaper, staffed by the children. Such papers besides serving their purpose as a project of the program are a useful publicity in the homes.

Besides the members of the councils, each center has other volunteers who serve as club leaders and organizers of activity. (For a complete discussion of a Newark community center program see "The Organization of a Community Center," by Jacob W. Feldman, *RECREATION MAGAZINE*, February, 1932). While such volunteers as normal school students, nurses, and housewives who can teach cooking or sewing are utilized, most of the actual instruction that goes on in centers and playgrounds is given by paid leaders.

Facilities Are Improved

One problem faced by the department was the inadequate size of playgrounds. Like many of the older cities, Newark had failed to plan adequately either for school sites or parks. Consequently many of the present playgrounds are too small for the major games. However, more than \$591,000.00 have been expended in the past three and a half years for additional playground space. This involved the demolition of a number of houses. Nearly one-half million dollars have been expended for the improvement of playground property. Most of this money was appropriated before the depression. The improvement of surfacing, landscaping, and fencing, and the elimination and the shifting of apparatus are details in the adaptation of the available playground space which has made the playgrounds more usable and popular. At the present time one large piece of

property is being levied and improved at no expense to the department through the utilization of labor assigned by the city relief committee.

Like the playgrounds, many of the old school buildings in the city are ill adapted to recreation purposes. In some cases the facilities are scattered throughout the structure, making supervision difficult. The two new buildings erected since the inception of the department offer a striking contrast to this condition. The first floor is designed as a complete recreation unit and includes a play room immediately under the gymnasium and equal to it in size, a reading room, kitchen, an office for the playground director and one for the woman play leader, showers, toilets with entrances so placed as to be visible from the adjoining playground and an equipment room having access to the playground. This entire plant may be shut off from the rest of the building with entrances to it from the street. On the floor above is a complete community center layout with auditorium, gymnasium, and the other usual facilities. This also may be cut off from the floors above which contain the classrooms.

Sport for Sport's Sake

Athletics are organized to eliminate competition between playgrounds and any tendency to commercialization. Neighborhood leagues in playground baseball and basketball are encouraged. No athletic group may use the community center facilities except as it is a member of the center or of a league for which the center is furnishing facilities. Industrial and church leagues in basketball use the gymnasiums at certain designated athletic centers in the schools. The athletic department of the recreation system conducts all the business and administrative details of the leagues. It takes the receipts at the door, charging ten cents admission, furnishes the ball, and appoints the officials. All the team must do is furnish its uniforms. Any surpluses from the gate receipts are the property of the recreation department.

The holding of dances in connection with games with the sponsoring teams pocketing the proceeds has been eliminated. No team is permitted to hire a gymnasium for a regular night during the season and to use it as a home court. The effect of all these provisions has been to put emphasis on the sport of playing the games, to discourage intense inter-neighborhood rivalries, and to eliminate commercialism.

Close Relation to Other Departments

The relation of the recreation program to the child guidance department will illustrate this co-operation. Since a diversified play program is now in operation, a social children are referred to the playground directors for participation in activities suited to their needs. Dr. Bruce B. Robinson, head of the child guidance bureau, points out that this opportunity to engage in properly organized play is peculiarly necessary for shy, retiring, non-participating children who do not get on adequately with other children. These children and others who exhibit disciplinary or developmental problems are referred to playground directors when their difficulties have been diagnosed by the psychologist. When such a case is referred, a memorandum of the child's case history is handed to the recreation director. Sometimes this is supplemented by a conference between the psychologist and the director. Dr. Robinson is enthusiastic about the significant results already obtained through the cooperation of his bureau and the recreation department. One outgrowth is that children with mild heart difficulties previously barred from the gymnasium floor and denied active recreational experience are now given a rational program of play suited to their interests and including physical activities.

As has already been suggested, the recreation department calls upon the departments of music, drama, physical education, and other divisions for the enrichment of its program.

A Community Recreation Service

The playground directors encourage the formation of Boy and Girl Scout troops, furnishing meeting places, equipment, and troop committees. The Scout Masters, who, of course, are volunteers are provided by the Scout council of the city. Mr. Barrett is a member of the Newark Scout Council. He sits in at the executive sessions of the Y. M. C. A. of the city. The recreation department furnishes gymnasiums for the playing of basketball games by members of the church leagues sponsored by the Y. M. C. A. under the regulations covering all city-wide athletics.

All requests for permits for the use of athletic fields, picnic grounds, and other facilities in the Essex County Park System, including the South Mountain Reservation, coming from students of the school system clear through the department of recreation office. In all matters involving co-

operation, the Essex County Park Commission has been most helpful.

There is a close relation with the Social Service Bureau and its branch offices in the case work involving families whose children use the playgrounds. There is a similar cooperation with the juvenile court. Last summer the athletic division of the department supervised the baseball series sponsored by the Kiwanis Club. Health and home nursing classes are held in a number of the centers, the department cooperating with the Tuberculosis Association in their development. During the present emergency, all of the centers provide sewing machines for unemployed women so that they may make needed garments for the family. The cloth is supplied by the Red Cross. Similarly, numbers of unemployed men use the manual art shops. During the recent holiday season most of these men were absorbed in making toys for the children of their own families. Large numbers of unemployed are referred to the community centers by the social service organizations. There is also close cooperation between the community centers and the branch libraries. The central office gives attention to serving the recreational needs of clubs and lodges, providing a clearing house of information for such groups.

This close correlation of its work with numerous community agencies stamps the Newark system as a genuine, community-wide recreation service. Its correlation with the regular curriculum and the several school departments has given it an integral part in the Newark educational scheme. Now, under one direction, the individual from early childhood through adulthood is given the opportunity to exercise the physical, rhythmic, manual, dramatic, and social skills he has learned in the curricular activities in the classroom and gymnasium. The Newark system is thus well on its way and promises under its new plan of organization to develop into one of the most widely effective and notable recreation systems in North America.

Speaking of the organization of the Newark system, Mr. John H. Logan, Superintendent of Schools, said: "Organized recreation of a city-wide compass in the City of Newark is at present and has been for several years under the immediate supervision of the superintendent of schools, a director of recreation, and a small supervisory

(Continued on page 496)

Spectator Sportsmanship

By
JOHN T. MCGOVERN
New York City



Courtesy Scholastic Coach

A plea for the education of the gallery in sportsmanship codes.

IT IS commonly supposed that the spirit of sportsmanship, as we understand it on the field or in the stand, is a direct descendant of the Olympic Games of Greece. That may be historically correct, but emotionally it is not correct. The modern conception of the amateur, either as a competitor or as a spectator, has descended to us from the partially historical and partially legendary conduct of King Arthur and his knights of the Round Table.

The Olympic Games were more a national affair and there were in the conduct of certain of those games characteristics that can only be described as gruesome. The legends of King Arthur and the Round Table were legends of international games where nobles and knights of various nations with their ladies and courts gathered together in Cornwall and had the jousting and the

lists. Therefore, there for the first time was founded the emotion of the amateur, which is comprehended in keen, intensified competition with no hope of material reward. The knight who brought his lady and placed her in the stands risked his life in the contest and the utmost reward he might receive might be a rose thrown from her fair hand or to be tapped on the shoulder with a sword by King Arthur.

Then we read "The Idylls of the King," by Tennyson and we read other literature in prose and poetry on the games of the Knights of the Round Table, and from them the conception of the term "chivalry," the conception of fair play, the conception of competition simply for the sport and thrill of competition, the conception of being

a host to the other nations of the world who would meet and strive to win the championship only for the sake of exhibiting their valor and exhibiting their chivalry, came into being. Crusades were another type of amateur sportsmanship. Of course, there was no material reward. The reward was spiritual.

Amateurs and Professionals

So we have constantly absorbed the amateur theory which is sport for color, sport for social contact, sport for the joy of excellence in physical effort without hope of material reward and the entertainment and pride of those of our own blood, those of our own college, those of our own nation.

It might interest you to know perhaps how in England the divorce between the professional athlete and the amateur athlete came to be brought about, partially by a conflict between the emotions of an athlete and the emotions of those in the stand. It seems formerly a noble would compete with a peasant in fair competition—no entrance requirements, no standards. Everything went along well. One day there was a 100-yard run. The finalists consisted of a nobleman and the local village blacksmith. The crowd was mixed—nobles and peasants. The interest was local but extremely intense. Members of royal blood were present. The race started. It was won by the nobleman. The village blacksmith believed that he had received the worst of it on the start and that the cards had been stacked against him. The vocabulary of the village blacksmith, which he had an opportunity to accumulate from the hostlers and those that brought horses to be shod, and perhaps enlarged and colored by the conduct of the horses themselves, was probably as picturesque as any vocabulary that any man could have had at the time, and the village blacksmith voiced his protests in every colorful word that he had in his vocabulary, very loudly. The ladies in the stand particularly were offended. The peasants and the nobles took sides in the stand. The officials were booed. There was a fist fight. The whole thing was disgraceful.

From that time on in those contests, when professionals competed with or against the nobility, they came in separate entrances:

they occupied separate stands. Today in England, there is an inheritance of the disgrace of that race, for instance, in the Henley regatta, if an oarsman desires to compete as a member of the United States crew, an affidavit must be sent over with him to the effect he never earned a dollar by the use of his hands. The village blacksmith in any American village, if there are horses left to shoe, could not row in an eight-oar crew today in the Henley regatta.

In their cricket matches between Australia and England where the teams are composed of professionals and amateurs alike, professionals come in one gate and the amateurs come in another. The professionals sit in one part of the enclosure, the amateurs sit in another. The professionals have their refreshments in one pavilion and the amateurs have their refreshments in another.

So that you might say that the first illustration of the result of lack of emotional control on the field and in the stands resulted in the invidious distinctions that are, some of them, still in force in the old country.

When we started intercollegiate and school competition in this country many years ago, there were no stands, there were no large crowds at the games except the classmates or the students in residence, the faculty, villagers, no admission. They stood around behind ropes. There wasn't very much commotion or fighting; if there was, it was a family fight. It wasn't published, and intercollegiate and school competition was a rather joyous thing.

Later on when tickets began to be sold and baseball became noted for the color of the language of the people in the stands when they addressed the umpire after a close decision against the home team, baseball finally ceased to be the repository of the entire population who desired to see athletic contests. Men like Tilden became

conspicuous, colorful; the crowds began to gravitate over into tennis. They began to carry into the stands the same sort of domination of the officials on the field that they had in baseball. Tennis players were not used to that. Tennis is a game dependent very largely upon the

Mr. McGovern was co-author of "American College Athletics," the bulletin issued by the Carnegie Foundation for the Advancement of Teaching which aroused such widespread interest when it appeared in 1929. Mr. McGovern's address, extracts from which we are presenting here, was delivered in connection with the Wingate Memorial Foundation lectures. It appears in its entirety in "Aims and Methods in School Athletics" published by the Foundation, 57 East 56th Street, New York City.

constant perfect control of the player of his nerves and emotions.

* But with the gate and with the interest of the public generally in college and amateur competition has come into this country a course of conduct in the stands which is most distressing and which is having every year more and more of a depressing and degenerating effect upon school and college and amateur competition.

There have been some of the longest and most cherished alliances between universities in this country broken off more often on account of the conduct of the people who attend the games than on account of proselyting, subsidizing or alleged unfair play on the field put together. From my experience in the Carnegie Foundation, from my observation, I know of at least six traditional football games that are no longer being played and the reason for it is not the players, not the faculty, not the standards of scholarship, not the standards of amateurism, but the fact that the conduct of visiting spectators or the home spectators when those two teams met constituted such a nuisance that it couldn't be borne any longer.

For Better Sportsmanship

People *can* be educated to behave themselves in the gallery; it has been done. . . . There is no doubt that the undergraduate bodies of various universities are aware of the situation and are doing something to meet it. But I think that you have to go beyond the inscription on programs of codes of sportsmanship. I think you have to do something more than the "pep" talk immediately before the game. It doesn't do any good to comment in the undergraduate publications after a game on bad sportsmanship in the stands.

I don't see why our freshman classes now coming into the universities and high schools shouldn't receive lectures from either the older boys, the coaches or members of the faculty, upon the manner in which they should conduct themselves in the stands. And they should be warned that conduct in the stands which is unfair to the other members of the audience, which is unfair to the



Courtesy Greenwich, Conn., Recreation Board

A mediaeval sport which has been given a modern setting in many of our parks.

officials, which is unfair to the players, will not win them the particular game, but may lose them the opportunity of ever meeting that rival in the game in the future.

The undergraduate publications should carry a message of caution from time to time before the games. The programs themselves should carry a code of sportsmanship. You go into a theater and you find out how to get out in case of a fire. You go into a department store and find all sorts of directions. There isn't any reason why in a program of an athletic event the code of sportsmanship shouldn't be printed because there is an immediate blow in it; it springs in at once. The man who reads it is cautioned; he is on his guard. Automatically he will carry in the back of his head what was said in the code of sportsmanship and he is apt to obey. And the man who obeys the code of sportsmanship should not be afraid to speak to the man alongside of him who violates the code in the stands.

. . . Then I believe there should be in the stands marshals and guards as there are at all great gatherings. I think if the first man who threw a pop bottle or a cushion, or who yelled an obscene remark at an official were caught by the collar and thrown out of the stand so that the rest of the company could see it, all those other patriots who, with the protection of a ten-foot wall before them, can yell at an official, and who paid a dollar or two for a ticket, would want to see the game through and not lose the dollar or two or the opportunity to see the game. We all know the herd instinct. If it hurts the first man

(Continued on page 497)

Valentine Party

Suggestions

On February 14th many merry parties will be given in honor of this jolly old saint!

WHATEVER the origin of Valentine's Day, it has come to be one of the most festive of our special days, lending itself to celebration by jolly parties and merry gatherings large or small.

Decorations

Red paper hearts and streamers hung in festoons about the room and meeting in the center where a large double heart is suspended, make an attractive decoration. Red paper streamers about five feet in length with a heart attached at each end are laid over the hearts, one half hanging on one side and the other half on the other. A large sheet, decorated to represent a huge valentine, is hung in the doorway. In the center of the valentine is an opening large enough to permit of the insertion of a hand.

Matching Partners

Matching Hearts. Each man is given two red hearts numbered in duplicate. The girls are taken to the room on the other side of the valentine sheet formerly described. Each girl thrusts her hand through the opening, while the boy stands on the other side of the sheet and selects a hand to which he passes one of his hearts. When all hands have been chosen, the curtain is lifted and the hearts matched.

Broken Hearts. Red cardboard hearts are cut in two jagged sections and a line of verse is written on each part. Partners are matched by fitting the hearts together and completing the rhymes, which are read after each couple has been formed.

Pulling Heart Strings. From the hearts suspended in the center of the room the boys

on one side and the girls on the other each pulls a streamer. The girl on one end and the boy on the other end of the same streamer become partners.

Games

Black Heart. Hide hearts of assorted colors. Most of the hearts are red, a few green, some yellow, one is black and one blue. No information as to the significance of the various colors is given out until the hunt is over, but as soon as the hearts have been found announcement is made as to what each color stands for. Red hearts count one, green ones put the finder in debt one, yellow ones put one on the list of those who must engage in some contest, the finder of the blue heart is the winner of a prize, and the finder of the black heart must pay some terrible forfeit.

A Heart Question. The following questions are written on heart shaped cards and passed to the guests to supply the missing words beginning with heart. A limit set is given for the contest.

Questions

1. Cupid's symbols
2. How cupid greets you
3. To be unsympathetic
4. Where one might sit around
5. What is caused by a heart-break
6. An uncomfortable feeling.
7. Distressing
8. What thought of love touches

Answers

1. Hearts
2. Heartily
3. Heartless
4. Hearth
5. Heart-ache
6. Heart-burn
7. Heart-rending
8. Heart-strings

Valentine Post Office.

Each person is given the name of a city or town. One person acts as "postmaster" who stands in the center of the circle formed of chairs in which the others sit. The postman then says: "I have sent a valentine from..... to, whereupon these

(Continued on page 497)

Like so many of our holiday and special day observances, the origin of the present day Valentine custom is shrouded in mystery. One explanation connects the modern celebration of the day with the observance of the Roman festival, Lupercalia, in February, which was celebrated in honor of Pan and Juno. At this time, so the story goes, each young man drew from a box the name of the lady who was to be his sweetheart for the year.

For a Washington's Birthday Party

Suggestions for celebrating one of the festive occasions which February offers.

TO DECORATE for a George Washington party, flags, red, white and blue festooning, cherries and hatchets are effective. Hatchets on red and white streamers strung from various corners in the room are grouped together in the center below the chandelier. Included in the decorations are hatchets attached to the streamers, red for the girls and white for the boys. Inside the hatchet for each boy is a question written on a slip of paper inserted through the handle. The answer is to be found on a slip of paper in the handle of the girl's hatchet. Each person takes a hatchet and attempts to find the answer and the question. The players with the correct question and answer are partners.

Questions and answers such as the following may be used:

Question

1. Who was George Washington's wife?
2. What river did Washington make famous?
3. When was George Washington first elected president?
4. What was Washington's mother's maiden name?
5. What story is connected with the childhood of Washington?
6. In what year were the soldiers camped at Valley Forge?
7. What Frenchman was an admirer of the Washingtons?
8. In what year was Washington born?

Answer

1. Martha Washington.
2. Delaware.
3. 1789.
4. Mary Ball.
5. Cutting down the tree.
6. 1778.
7. Lafayette.
8. 1732.

Games

Cherry Guess. A glass jar filled with candy cherries or cranberries is passed around

the circle. Each person is given a chance to guess how many cherries are in the jar. A pencil and paper are passed around with the jar. After guessing each person writes down his answer and passes the jar and pencil to the next person. The person judging the nearest correct wins.

Historic Pictures. Each person is provided with a pencil and paper. He is told to draw a picture representing some event in American history. At the bottom of the picture the artist writes the title of his picture but folds it under so that nobody can see it. The pictures are then passed to the right and recipients write their guess as to the title upon the sheet. This is also folded under and again the sheets are passed to the right and the next person tries. This is repeated until the pictures arrive back to their creators, when the various guesses as to their meaning are read aloud.

Cherry Necklace Stringing. Each couple is given a needle and thread. A large bowl of cranberries is placed on a table within easy reach of everyone. The fun lies in seeing which couple can form the longest necklace (by stringing the cranberries) in the time allowed (two minutes).

Flag Relay. Players are divided into two groups, each group forming a circle. The captain of each team has a small flag. On the signal the captain passes the flag around to her right three times. The team which completes the three rounds first wins the game.

The Narrow Course. Two cherries on a stem are drawn

(Continued on page 498)

Bump-the-Bumps Slide

By B. G. LEIGHTON

Director, Winter Sports and Recreation Division
Minnesota Arrowhead Association

**A fun-provoking innovation
in winter sport facilities.**

REFLETE with thrills and a variety of sliding, thoroughly safe for the novice and yet full of challenges to the daring, is the "bump-the-bumps" slide—an innovation in winter sports recreation that is meeting with unusual popularity and growing more attractive than tobogganing. It is simple and inexpensive in construction, requiring only water, snow, a few tools, labor, and a small slope. It allows large numbers to take part, and appeals to all age groups from four to sixty-four years, and is a laugh-provoking activity for those who partake as well as those who look on. An experiment carried on for five winters with such a slide has proven its worth and popularity.

Sliding, while standing on a small slippery strip of ice on level ground seems to have an unusual attraction for most children and many adults. A slight slope or a terraced lawn that becomes icy oftentimes is used as a sliding place also. On such a slope the sliding is done both by standing up and by sitting down; sometimes a piece of cardboard is used to sit on.

Certain summer amusement



There is a great variety of activities in Bear Mountain's winter sports program.

parks feature the bump-the-bumps—a highly polished and fairly steep incline with numerous and different sized bumps, ranging from three to six inches in height. A padded canvas floor and rubber bumpers at the bottom of the "bumps" eliminate the possibility of accidents. This accessory also indicates the interest in sliding.

The bump-the-bumps slide, which is a combination and a modification of the amusement park bump-the-bumps and sliding on a small piece of ice, is from four to ten feet wide and from 150 to 200 feet long. The sides slope outward, bowl effect, and range from five to fifteen inches in height. The slide on the slope is wavy, but flat on

the level. The surface of the slide has varying slopes between approximately ten and thirty degrees with the slope itself about 125 feet long.

An individual riding on such a slide can experience a variety of kinds of sliding and thrills. A piece of cardboard

In the December issue of "Recreation" we presented suggestions for the construction of toboggan slides supplied through the courtesy of Mr. Leighton. In this number a description is given of "Bump-the-bumps," the newest member of the winter sports family. The article is reprinted from the December issue of "Parks and Recreation."

paper (from packing boxes), broom, shovel, a piece of wood, a sheet of old tin and similar material are used to sit on for the ordinary rides. Sitting on ash can covers or a round bottom pan, riders will spin down the slide. A piece of linoleum, wheat sack, cane seat for chair or waxed cardboard will give one a fast ride. "Belly-flopping" on a wheat sack filled with straw or hay gives another thrill. For the more daring, and those who know how to fall, sliding while standing up will give one a thrilling experience. Another popular method is to form a "train" of riders—each with arms around the waist of the person in front. From five to ten riders in a "train" gives best results, though as many as fifty can form such a train. A long train oftentimes ends in a "monkey-pile" before finishing the slide—which adds to the fun.

Accidents are practically negligible on the bump-the-bumps. There is danger, however, for the person who rides the slide alone while standing who does not know how to fall. Such persons may sometimes fall backwards striking the head. Consequently, standing while sliding should be discouraged.

To construct the bump-the-bumps, certain preliminary matters should be taken into consideration in selecting the slide and in arranging for its construction. The following is a list of hints and suggestions:

1. A hill with a gentle slope of about fifteen to thirty degrees, facing north or northeast, will make an excellent site for a bump-the-bumps slide, and especially if it is adjacent to a body of water.
2. The space required is about 15 feet by 200 feet—10 feet of width for the slide and 5 feet for the return path or stairs.
3. Avoid having abrupt bumps and rough surface.
4. Avoid straight sides—should be rounded and have bowl effect.



Courtesy "Parks and Recreation"

At the winter sports center conducted by the Hibbing Recreational Department.

one sprinkling can, with a "fine" sprinkler, one first aid kit, one hand ice scraper, one whetstone.

How to Proceed in Constructing the "Bumps"

1. In selecting a site for the bump-the-bumps slide it is essential to see that the slope has not too steep a grade and that there is a fairly level surface extending out from the foot of the slope. The best location for such a slide is on the shore of some lake or stream so that the surface of the ice can be made a part of the slide.

2. The space required should be about 15 feet by 200 feet—10 feet of the width for the slide and 5 feet for the return path or steps.

3. Any depressions, humps, or boulders should be left in the path of the slide to help form a wavy surface.

4. Large logs and similar obstacles should be placed at a slight angle across the slide. These obstacles should not be placed too close to each other allowing ample room for an easy, wavy surface.

5. Excess snow along the path of the slide should be eliminated and the remainder thoroughly sprinkled with water to give the slide a solid base. Around the obstacles fill in with heavy slush of snow and water eliminating all abrupt bumps.

5. From five degrees to twenty degrees is the best temperature in which to build the slide. However, building can be done even in twenty degrees below zero.

6. The surface must be kept as smooth as glass.

The following is a list of supplies that are needed in constructing the bump-the-bumps slide:

Three stable shovels, 100 feet to 450 feet one-inch garden hose, one one-inch garden hose nozzle, one pickaxe, two galvanized pails, one galvanized wash tub, two brooms, one tool box, one bricklayer's trowel, one sprinkling can, with a "fine" sprinkler, one first aid kit, one hand ice scraper, one whetstone.

6. Starting at the bottom of the slope and working towards the top, cover the course with slush two inches deep. Use a bricklayer's trowel to make surface as smooth as possible.

7. After the foundation has frozen solidly, and starting from the top of the hill, lay out a guide line about 12 inches inside and from the left of the slide and along the course. Use about 125 feet of shoemaker's string and 60 penny nails. Nails should be used as stakes and placed 25 feet apart. The line will mark the left inside top edge of the left side of the "bumps."

8. Starting at the bottom of the slope and working toward the top, build up a side for the slide about 10 to 15 inches in height. This side should have a slope outward and have a bowl effect.

9. Build the side on the right of the slide so that there will be approximately a 10 feet trough in which to slide.

10. There should be no sides on the level surface.

11. After the base and sides of the trough have been built, eliminate all ice projections, humps, and sharp edges. A hand ice scraper, sharpened with a one-half inch bevel on one side and one-eighth inch bevel on the other side, in excellent for this process.

12. To give the final coats of glossy ice to the bump-the-bumps, start at the top and work to the bottom by spraying water as fine and as fast as possible over the entire surface. It may be necessary to repeat this process. The spray should be so fine that it freezes as soon as it strikes the surface. Avoid water running and collecting in the hollows of the slide.

13. By scraping carefully with the hand ice scraper, remove all "pebbles."

14. Sweep out the slide thoroughly clean.

15. The final step is to sprinkle the entire bump-the-bumps with hot water as fast as possible and by starting at the top and working down. This process improves and toughens the sliding surface.

The sprinkler of the sprinkling can should consist of fine holes.

NOTE: If the water is too hot it will crack the surface. It should be so hot that it is just possible to put your finger in the water.

16. It is important that the surface of the slide on the out-run of the level ground is kept as level and smooth as possible.

17. When the path back to the top of the bump-the-bumps becomes packed down, steps can be readily built on the slope by the use of a spade or pick-axe. Small foot-holes can be chopped into the hardened snow. Where it is unusually steep, it might be well to build a stairway.

Suggestions for Care of "Bumps"

1. Inspect the slide each day for projections, rough edges, or broken sections.

2. Heavy slush of snow and water mixed in a pail or tub makes excellent material for patching.

3. Use a hand ice scraper to cut off projections, rough edges, humps, or rough surfaces.

4. To compensate for the wear and tear on the bumps, it is well each day to sprinkle it with a fine spray of water after the slide has been swept of snow and other foreign material. Scrape off the "pebbles," sweep clean, and then spray with "fine" hot water.

5. Sections of the "bumps" that are exposed to the sun, or on warm days, can be kept in condition by covering with a thick blanket of snow, pine branches, or gunny sacks, etc.

Instructions to Starter

1. You are the host. Those using the bump-the-bumps are your guests. Consequently your attitude will almost invariably determine the attitude of the "guests" and will help to eliminate many problems of discipline. A smile is contagious.

2. Enforce all rules firmly and courteously.

3. Do not allow any one to use the bumps in a standing position unless it is a "train" of five or more.

(Continued on page 498)



Courtesy "Parks and Recreation"

The "bump-the-bumps" slide at Ely, the first winter sports resort in the Arrowhead district.

The Play's the Thing!



All of the playground activities contributed to this drama program.

By MIRIAM CHURCHYARD

ON THE playground of Douglas, Arizona, we decided to stress children's drama for one summer. We felt that the weekly play, correlated with other activities, held great possibilities for creative recreation for the children. Moreover, we felt a special need that particular summer to draw the attention of the community to its playground. Thus, drama for children became the center of our efforts.

The playground area was a part of the large city park, and the average daily attendance, exclusive of that for baseball, was about two hundred children. One director with a part time assistant was responsible for supervision, games, story hours, plays, handwork and all other activities. Naturally the plays selected were simple, for only a limited amount of the director's time could be given to group or individual rehearsals. Funds were not too plentiful so there could be no elaborate costumes or settings. Many children wished to have parts, so plays were selected which would permit of using groups of children.

Each Monday morning the cast for the week's play was selected from the children who were present at that time. Parts were never given out before Monday morning. There was only one hard and fast rule—a child

who had had a leading part in one play must take a minor part in all the others except the final one. Any child who wished to be in the play might have a part. Many of them had never been in a play and they were eager to be "in it." Children were often selected because of their eagerness rather than because of any pronounced ability—a reversal of play casting principles, to be sure, but it was surprising to see how many times children with seemingly little ability arose to the occasion. Latent imitative and dramatic ability was put to use and the players developed a new power within themselves.

Each Friday morning, after five group rehearsals, the play was performed out-of-doors if the weather permitted. Three large, plain screens set up among the trees furnished the background and provided ample facilities for stage entrances between them or around their ends. Breathless behind the screens the players watched the audience gather and seat themselves on the grass. At a signal the play started and the children went on as best they could. Sometimes the plays were not as finished as we should have liked them to be; sometimes they were far better than we dreamed possible. Recreation, not a super-

finished product, was our aim. The joy of the children and the parents was well worth it all. When at the conclusion of each play the name of the next was announced, "Can I be in it?" was chorused from the children in the audience.

Correlating Playground Activities

In planning the play we kept in mind the importance of correlating as far as possible all play activities. Such correlation, we found, developed in all the children an appreciation of the work of the players and gave many children an opportunity to help. Because most of the children watched the play rehearsals, we started our correlative work in the story hour that was held three mornings a week. Patriotic stories were used with the "Old Glory" pageant which we developed as an Americanization project for our large Mexican population. When King Dirty Face ruled "Calico Land" stories of cleanliness were in order. The "Sing-a-Song" who solved the problem of a "won't-go-to-bedder" called for health stories of another sort. An almost limitless number of stories could have been used with the "Elf King" and the "Wishing Hut" for they were plays of elves and fairies. The week of the Japanese play was one made joyous by the use of Japanese pictures, poetry, folk lore and the reading of other plays. The

"Enchanted Door" was full of stories to be told. This play helped to increase many a child's range of reading for himself also. Often the children brought in story material relative to the week's program.

Some of the plays needed music, either for accompaniments for songs and dances or to help in the mood of the play. Our only instrument, a tiny portable phonograph, was used. A rhythm band with kettle lids, wooden blocks, bells, and "what-have-you," sometimes beat out the rhythm as the record was played. Songs used in school were worked into plays often as a substitute for those less well known. Occasionally a child musician served.

Dancing groups often added to the effect of the plays and made places for more players. Folk games were used. Every effort was made to keep this dancing very simple and easy to execute. This practice was confined to the dancing period.

The handcraft period allowed us the greatest amount of correlative opportunities. The appreciation work of the story hours, the music and the dancing periods, led to creative thinking. In the handcraft period there was

A curtain on which they had fastened leaves served the children of a Bronx (New York City) playground as the background for their play.



creative doing. Many original suggestions came from the children and were used wherever possible in the work of the play. We urged them to draw illustrations, to work out stages in miniature and make illustrative posters.

In this period the costumes and properties were prepared. All the children were interested but none were obliged to help. Indeed, so eager were they to help that there were times when it was difficult to find work for them all. Even visiting mothers became so engrossed with our preparations that they helped for many an hour. A group of older girls found their niche here in the handcraft room. It was a happy time, so much so that it was often difficult to insist that the work be put aside for the day when closing time came.

Crepe paper was used for many of the costumes, the brown capes for the elves, the arm and head bands with floating streamers for the Jewels, the ruffled anklets for the dancers, and the wide sashes for other players. Unbleached muslin dyed the requisite colors served varied needs. Once servitors' jackets of muslin dyed scarlet were a coveted possession. Chaps for the cowpunchers, suits for the Indians and hunters dyed brown and slashed at the edges were realistic. So the days went. Badges to be made of construction paper, red, white and blue for the players in "Old Glory"! Such splashing of paint when the stick candy was made for the "Wishing Hut"! Such experimenting to make paper look like a bonbon! Whiskers for the elf! Red draperies for the Fire Witch! Stilts for the Washing Man! Numbers on the hats for the Hours! Guns carved from wood and holsters fashioned from inner tubes for the cowpunchers! Garments to be altered! Anything! Everything! It's all for the play!

The Final Play

For only one play, the final "Toy Pageant," did we construct a background other than the screens. For this it was necessary to have a large clock face through which the "Hours" might enter and leave. A child's ingenuity helped to solve the problem. A white curtain about twenty feet square with clock numbers two feet in height was made to hang between two trees. A slit in the center allowed the children to make an entrance rather high above

the audience and come down steps to the grass where the performance was given. Children who served well in the summer's plays were honored with responsible places in this. It was our one evening play. With the floodlights, gay costumes, dancing and music, it was a gala affair for the closing week.

Publicity for the play in the form of posters and invitations was another part of the handwork correlation. Posters were placed on the bulletin boards, on the grounds and in the windows of the downtown stores. Even though the posters were large, the printing and the designing were done by the children. Often-times one child would have the idea for the poster which would be executed by a child with more ability as a designer. We tried to keep the invitations the simplest of all the handwork so the littlest folks might help. Construction paper was torn across the nine-inch end into strips several inches wide. Some little device representative of the week's play was placed on the outside. For "Calico Land" it was simply a torn square of cloth pasted with its point to the edge of the paper. Inside was typed line of invitation, giving date, place and name of play. These invitations were sometimes distributed by the children; occasionally the stores included them in their outgoing packages. Many a little child who worked on invitations was proud to have helped.

Our audience increased in number from the first group of six mothers and a few children to hundreds of parents and children. Many children came to see the plays and later become interested who would not have come otherwise. Increased attendance among the adults meant increased interest in the community in the work of the civic recreation program. As our attendance grew we followed the play with other activities, story hours and contests, typical of our endeavors. The citizens now had a chance to see all phases of the work and to realize something of the values which the local recreation movement was seeking to create and foster through the program carried on from day to day.

Yes, the "Play's the Thing" when it helps to center the interest of a community on its civic playground.

Ye Old Stocking Puppet

By MYRTLE M. BRIDGE



There is a very real satisfaction in making and operating your own puppets.

"OH, HEAR ye! Oh, hear ye! The puppet show is about to begin. Proceed to the corner of the porch and sit beneath the old apple tree, if you would hear the old puppet show. Oh, hear ye! Oh, hear ye!"

Puppetry comes into its own in a summer camp.

Thus passed the crier through the camp gathering in his wake the howling, boisterous youngsters of the East Side who left their ball games ever eager to hear the folk tale in puppets.

Now it so happened in Clark Camp we had a number of the old hand carved wooden Guinol puppets, with which I played "Ye Old Punch and Judy Show" to merry laughter and spinal thrill delights, as the devil drags Punch to the flames. Up the stairs to bed marched the refrain:

"I've killed my baby,
I've killed my wife,
I've killed the policeman too-oooo-oooo,
And I'll kill you-ooo-oooo-oo."

So the puppets came to camp to stay.

"You played Punch, didn't you, Bridgy?" "How could you get your voice so high and funny?" "Would you like to try?" A chorus of "Yes'es!" Out comes the box of Guinol puppets, under the shade of the old apple tree. To the group of children sitting there behind a bench I explain the magic manipulation of a hand puppet. The first finger is your head, the thumb one hand, the middle finger the other. Now you are ready to try and make your puppet come to life. And quicker than you or I could say, "Jack Rob-

inson!" Ye Old Punch began to shout for peace and quiet from the plagues of domesticity, while the baby cried and Judy insisted that Punch nurse it until she returned from shopping. Whereupon Punch proceeded with great gusto to spank the baby, whose shrieks became yells, which drove poor Punch to throw it out the window. With all the thrill of a Daily News did Punch proceed deeper and deeper into his murderous life gaily singing:

"I've killed my baby,
I've killed my wife,
And I'll kill you too-ooo-oo."

until the remarkable "fee, fie, fo fum" devil appeared, with a branch of the old apple tree for a pitch fork, and dragged Punch off to burn—burn—burn. The puppet company was formed.

"Can we make our own puppets to take home?" was the next step. "My Own-self from Jacobs' *More English Fairy Tales*, having been selected and dramatized, out came ye old stocking bag and "cotton battin'" for the stuffin'.

The old Guinol puppets with their exaggerated features lent themselves for excellent models. The "cotton-battin'" is molded by the children into an egg-shape, large or small according to the characters. Then, with a big eyed needle and heavy cotton the eye sockets are drawn in half-way from the top of head to chin. The nose is shaped by adding more "cotton-battin'" making the stocking project, and tacking it to form a character nose. Likewise, the cheeks and chin take their thinness by our adding or illuminating the cotton.

Now, a hole the size of your finger is made in the head and a stiff card-board neck to fit the finger is sewed in, and to this the chin and back of head are fastened. Large colored beads make the eyes and show card colors give the needed tint and character lines to the faces. The wigs are either "cotton-battin'" shaped as grey hair or various colored sweater yarns plaited or bobbed. From "ye old scrap bag" comes a simple sack, forming the body the front of which is dressed to fit the part.

When the child is too small to make a stocking head a ten-cent doll's head may be substituted.

There is always some child in the group who can handle ten-cent water colors and draw designs for back-drops. These can be painted on white, blue and grey cambric, with show card colors to which a little glue has been added, so that the colors will stand up better on the material.

Old waste baskets have odds and ends of colored paper and cardboard boxes, in which a child rummaging can get materials for properties of stools, beds, tables and dressers. The stage can be constructed out of any old lumber. A good proscenium for child is 24 inches wide by 20 inches high. A simple frame should be made with the floor depth about 8 inches. Two side wings 12 inches each should be attached to each side of the proscenium arch. Put across the top of these wings two hooks to hold the curtain rods, on which the back-drops are hung.

If you are besieged with the fear that the project will not come up to a high art standard, you are right. Any such attempt is, in my opinion, the great failure in the use of puppets with children. The old puppets were made to act and children love playing people with their dolls. So why start with the development of art puppets? Why not let the drama speech and body co-ordination grip the child first and then inspire him to take a longer time and model from clay, the harder papier mache' or plastic wood faces.

The real value of puppets for a child lies in the fact that the project is small enough for him to cope with from every angle, giving him ample opportunity to project his ideas to others without self-consciousness. With the hand puppets a child can play the whole show himself or two children

can play four characters admirably. He unconsciously lets each hand represent a character and changes his voice to suit the part.

Two leaders in our group after two weeks of camp were writing their own play of a little girl and her mother, which beautifully betrayed the child's dreams of staying up late, indifference to spanking and the fears and lonesomeness of the dark. They had unusual rhythm of line which came perhaps unconsciously from so much dramatization of the folk tale.

Then let us give the child the opportunity to gain rhythm and co-ordination through working the simply made puppet leading on to development, which surely comes, rather than tiring the child with a long drawn out period of making art puppets with never time to actually play at making them talk and act. A hand puppet can walk, pick up things and really give an excellent illusion of acting. The pause and exaggerated gesture are

most effective and take time and practice in actual manipulation to acquire. I have found that as the child becomes a better puppeteer he

You can tell just by the back of their heads how much they are enjoying it all!



also lengthens his scenes, adding real dramatic climaxes.

NOTE: Anyone wishing further information may secure it by addressing Miss Bridge in care of the Department of Speech, Hunter College, New York City.

Making the Library a Recreation Center

By
G. R. McCORMACK
George Rogers Clark
School
Vincennes, Indiana

How a library made
citizenship training
genuine play!

WITH so many families finding the usual summer vacation away from home an impossibility, local recreation centers this year were faced with greatly increased enrollments at a time when their allowances had been seriously reduced. To provide worthwhile recreation under such conditions meant that new methods of employing available materials must be found, and new incentives for their use devised.

It was to meet such a situation that the public library of Vincennes, Indiana, under the supervision of Miss Jane Kitchell, librarian, and the library staff, sponsored a summer reading project so unique and timely as to attract national attention in library and educational circles.

For the past few years the Vincennes library has sponsored a vacation period reading project, employing various incentives to stimulate the reading of good books by school children. This year, being presidential election year, it was decided that the reading project should follow the general line of early training in citizenship and that the children should learn by actual experience. With that idea in mind the library staff



Making the costumes and posters was part of the fun in this exciting campaign for favorite books.

prepared attractive booklets listing in simplest terms local, state and national officers, along with their principal duties and manner of election. These booklets were distributed to the children for examination, with the purpose of teaching them, through actual participation and while they were having fun, just how a public officer is nominated and elected and what his responsibilities are.

To keep the project non-partisan and impersonal, the children were encouraged, during the reading period, to select the books they most enjoyed, and at a nominating convention conducted under state convention rules to nominate those books for election to office. Thus books were to be candidates for the various offices. In nominating a book for an office the delegates to the convention were required to make a nominating speech telling why they preferred their nominee and what special qualifications he had for the office. Attractive posters made by the children

in an effort to solicit support for their favorite book were displayed in and about the library much in the manner of a regular soliciting campaign. With the nominations passed, soliciting for votes began in earnest, continuing through election day. To add color to the campaign, songs were written about the books and set to music, and each candidate had a melodious glee club to further its interests.

In preparation for election day the children were required to determine, by inquiry among city and county officers and former election officials, the exact manner in which an election is conducted under state law, and every election officer, from poll clerks to sheriff, was chosen in manner prescribed by law.

With the registering of voters a problem arose when a little girl was found not to be a citizen of the state, (library), because she had just recently moved to the city and had not taken out citizenship papers in form of a library card. After determining the exact procedure in naturalization through the judge, and substituting days for the number of years required to attain citizenship, the girl was naturalized and given her citizenship papers. She was then permitted to register and to vote.

On election day the library was turned into a regulation voting center with ropes, booths and "blue pencils." Every officer called for by law was on hand to see that all election laws were rigidly enforced. Enthusiastic workers were present to challenge the eligibility of doubtful voters. The registration clerks saw that everyone registered was brought to the polls to vote. Large yellow posters explained the laws of the State of Indiana regarding elections and gave instructions on how to mark a ballot properly. Regular ballots were used and usual procedure in marking them was observed. In counting the ballots the election officials were allowed to use their own judgment regarding mutilations and similar matters.

The returns of the national election showed that *Rebecca of Sunnybrook Farm* had been chosen president; *Tom Sawyer*, vice-president; *Pinocchio*, representative, and *Huckleberry Finn*, senator. In the state and local elections *Peter Rabbit*, *Willie Mouse*, *Little*

Red Hen, *Gingerbread Man*, *Sunbonnet Babies*, *Overall Boys*, *Hans Brinker* and *Humpty Dumpty* were victorious. With the announcement of the election, Mayor Joseph Kimmel invited the newly elected to come to his office and assume their duties.

With the election past, a grand celebration and "love feast" was planned. Every child who had qualified as a voter by reading and reporting on at least ten books, was eligible to march in the parade. Accordingly, more than six hundred children in costumes representing some favorite book character which they had made as part of the project, assembled and marched through the principal streets of the town. The parade was headed by an old-time torch light procession, and each child carried an imitation torch made of red paper fastened to a long stick. Immediately following the torch bearers came a drum corps, then the Mayor's car in which *Peter Rabbit* rode with the City Mayor. The city provided a motor escort and halted traffic while the children passed. At each corner the parade halted while some enthusiastic "politician" mounted a keg, in lieu of the conventional stump, and proclaimed to the crowd the virtues of the victorious candidates. The parade finally arrived at the library where a balloon ascension and a grand feast of ice cream cones ended a perfect day.

In evaluating the project it is interesting to see how many recreation fields were touched. In giving the oral reports of the books read—*story-telling*; in writing the songs and setting them to music—*music*; in making the posters—*art*; in the making of the costumes—*designing*; in the reading of good books—*everything*. The fact that the children liked to do the thing and derived pleasure in so doing justifies the project even were one to disregard the educational value of their training in citizenship and cooperation. Little Thelma Newton, judged the champion reader of the summer, walked three miles daily to get the two hundred and seventy-two books she read and reported on orally.

So much interest was shown in the project by educators that the children appeared twice before the summer high school and before the university classes.

During the past summer ingenuity and resourcefulness have in many communities been substituted for the funds usually available. And because of this many of our recreation programs have been vitalized and enriched with new projects. Here is the story of a public library which used ingenuity in meeting depression problems.

Volunteer Leadership in the Recreation Movement

"The key to the successful development in leisure time activities through volunteer leadership is to be found in the existence of an adequate number of paid and trained leaders of organizing ability and inspirational power, who provide dynamic power and the sound guidance which is indispensable."

IN THE beginning of the recreation movement in the United States volunteer leadership played a very important part. A large number of recreation systems owe their existence to the work of volunteer associations of citizens who undertook and carried forward the preliminary educational work, raised funds, served on committees, and in many ways worked to establish recreation service on a permanent basis as a public function. As the service in an increasing number of cities reached the objective of municipal functioning and employed workers increased, a number of the citizens instrumental in having the work taken over by the city were appointed to membership on the recreation commissions or boards created, and the numerous associations of citizens tended to dissolve.

At the present time, however, with the problems which recreation departments are facing in the depression, there is a distinct need for such volunteer associations or committees as existed in the early days of the movement to stand back of the municipal body to help in safeguarding budgets and in interpreting the movement to the public. A number of such groups, generally known today as recreation councils, are in existence in a number of cities and are giving invaluable service in the present crisis.

The services which hundreds of men and women are giving without financial compensation on boards, commissions, advisory councils and on committees which in many instances are functioning in much the same way as municipal boards, is recognized as one of the most vital volunteer services in the recreation field, and in this capacity volunteers have proved their worth.

Volunteers in the Activities Program

A few departments make large use of men and women of like tastes and interests on committees

to sponsor the particular type of activity in which they are especially interested. Thus there may be a music committee, a drama committee, a children's play committee, a nature study committee, an athletic committee subdivided into several committees, an art committee and others, each group being responsible for the development of a particular phase of the program. This use of volunteers accomplishes a double purpose: First, it results in mobilizing the skill, intelligence, force and power of a specially interested group in the development of a particular part of the program; second, through the combined association of all such committees there is built up a large group of citizens trained to stand back of the department and its program as a whole.

With the present economic situation there is a tremendous need for the services of volunteers qualified to direct recreational activities of all kinds. Without funds to pay the workers needed to meet increased demands, recreation departments

One of the many playground activities in which volunteers may give effective help.



Courtesy Recreation Board, Greenwich, Conn.

are turning more and more to the volunteer leader, and recreation executives are facing the necessity for selecting and training these volunteers and for placing them in positions where they will perform the most effective service.

In every community there are young people and adults who have experience in various phases of recreation or who have native abilities which through training may be made to count in volunteer leadership. It should be the duty of every recreation executive to have made an inventory of the talent available in his community. This inventory would comprise a listing and card indexing of every individual trained in one or more particular skills which might make them useful as leaders in a recreation program. Such a list might include all persons who have:

Knowledge and skill to lead in children's plays and games.

Ability in athletic games and sports for young people and adults who would act as organizers of teams or leagues, or as instructors, officials, life guards, and swimming instructors.

A sufficient knowledge of music to make them useful as community song leaders or as organizers or leaders of orchestras, bands, choruses or some other form of musical organization.

A sufficient knowledge of drama to enable them to act as directors of plays; to conduct play reading groups; to design and make costumes; to design and paint scenery.

Ability to tell stories.

Ability to act as instructors in some form of handcraft.

Skill in teaching some form of dancing.

Reports from many cities tell of the valuable service volunteers are giving in the emergency.

Ability to instruct in some branch of graphic and plastic arts.

Ability to coach a debating team.

Ability to act as hostesses and social leaders.

Knowledge of some phase of nature study and ability to impart their knowledge in an interesting manner as leaders of nature study groups, or to give independent lectures on some phase of the natural sciences or trips they have taken. Volunteers may also be used to great advantage as leaders of hikes and charters of trails.

Many volunteers may be enlisted to work in general projects, such as Christmas toy shops where they collect toys, recondition them, make up bundles and distribute the toys.

Sources of Volunteer Leadership

There are a number of sources and groups from which these individuals may be drawn. A few of them follow:

Members of parent-teacher associations, churches, men's and women's clubs, and civic and social organizations of all kinds.

College graduates who may be without positions.

Former employed playground workers.



Older boys and girls on the playgrounds who, with some training, may become effective assistants.

Older Boy Scouts, Girl Scouts, Camp Fire Girls and Junior League members.

Individuals who have passed the Red Cross Life Saving tests for volunteer service at beaches and swimming pools.

Members of local branches of the storytelling league, of musical, dramatic and athletic organizations.

Teachers, particularly special teachers of physical education, drama, music and nature study.

Undergraduates of physical education schools.

Parents of playground children.

Unemployed individuals.

Enlisting Volunteers

Experience has shown that in all probability the best way of securing leaders is through personal contact, through interesting individuals in giving their services for an activity in which they are particularly interested and for which they have had training, and through appeals to organizations. Frequently volunteers apply on their own initiative or through the urging of friends. Newspaper appeals are sometimes used, though many feel this is not an entirely satisfactory method. A common method in use is to select workers from those attending training institutes to which community groups send representatives.

One interesting method is followed by the recreation executive in Plainfield, New Jersey, who makes it a point to glance through the accounts of meetings of various local organizations, and if he sees the name of anyone who has made a particularly helpful contribution to the meeting he notes the individual's name and address on a card, the name of the organization and possibly a note regarding his interest as shown by his comment.

In connection with volunteer leadership in Boston, Massachusetts, Community Service of Boston, Inc., has organized a special volunteer service bureau to operate as a definite part of the Boston Boys' Work Conference. Through the bureau many volunteers are assigned to aid local agencies.

To Make Volunteer Service Effective

(1) Volunteers must be enlisted and selected with the same care with which paid workers are chosen.

(2) There should be required of the volunteers a certain amount of training and reading.

(3) Each volunteer should be carefully adapted to the service he can best perform.

(4) As a rule all volunteers should be brought together in the same kind of group organization in order to provide for advancement in their field of service, and most important of all, to keep up their interest and enthusiasm.

The executive of the Community Service of Boston, interviews students at Boston University and Massachusetts Institute of Technology and selects those he feels have a contribution to make as volunteers, assigning them to duty with local agencies which have requested volunteer help. The college authorities cooperate by setting aside definite periods for these interviews and bringing together students who are interested.

How Volunteers Are Helping

In the Leadership of Activities

In many cities volunteers helped last summer on the playgrounds, at bathing beaches and other play centers. In a number of communities plans are under way, or have already been put in operation, for leadership at winter centers. A few examples of past achievements, current undertakings and future plans, will show something of the types of services which volunteers are carrying on.

Experienced Workers Help

In a number of cities the volunteers were formerly workers whose interest in the program with which they had been associated was so keen that they were willing to work without compensation. Houston, Texas, for example, last summer had on its volunteer staff five former full time workers who gave their services during the entire playground season. With added supplemental volunteer service and a budget one-fourth the size it was a year ago, the department maintained two more playgrounds than it had operated the previous year.

In Pittsfield, Massachusetts, experienced workers who had formerly served on the playground contributed their services for one week and were paid for one week on a greatly reduced basis. In Webster four playgrounds and a beach were operated by volunteers. Some of these workers had been employed on the grounds the previous year. Four Eagle Scouts who volunteered their services worked most effectively at the beach.

In Wilmington, Delaware, as a means of meeting the leadership problem resulting from a

reduced budget, every member of the staff volunteered some extra hours in order that the playgrounds might be kept open in the morning, as well as in the afternoon and evening. Former employed workers volunteered to take charge of the community center activities in Cincinnati and Canton, Ohio, when funds had been exhausted.

The winter social center program, boys' and girls' clubs and gymnasium classes will be carried on this winter in Springfield, Massachusetts, because orchestras, floor directors, door keepers, gymnasium instructors and school janitors have volunteered their services for a twelve week period. The program will necessarily be curtailed and a number of centers will be temporarily abandoned, but many thousands of boys, girls and adults will enjoy social center activities because of the interest, enthusiasm and devotion of a large group of volunteers. These volunteers are signing enlistment blanks drafted in much the same way as a regular employment contract.

Volunteers from Local Groups

In a number of cities local organizations play an important part in the successful functioning of the play centers under volunteer leadership. Akron, Ohio, is one of the outstanding examples. Here the Parent-Teacher Association Council took charge of assigning their members as vol-

unteers for definite hours and definite pieces of work, and for providing substitutes when regular volunteers could not serve. The Akron Story League put on regular periods of storytelling, some older Girl Scouts helped in games, and a good many mothers gave valuable service with younger children in group games, storytelling and simple handcraft. Three hundred and forty-two periods of volunteer service were given. In this same city the high school director of music as a volunteer conducted a playground band of 86 members. At Steubenville and Canton, Ohio, volunteers with Red Cross certificates helped in supervising swimming pools.

Last summer 54 playgrounds were opened for the first time in Oklahoma City under leadership. Six of these grounds were conducted entirely by volunteer leadership furnished by the Recreation Council composed of all the character-building agencies of the community. A different agency in the Council assumed the responsibility for training and furnishing leadership for each ground.

In Shreveport, Louisiana, the Parent-Teacher Association "matched" the city by raising an additional \$500 for the summer playgrounds provided the city made an additional appropriation

Many mothers are giving effective leadership in playground activities for little children.



Courtesy Recreation Commission, San Francisco



Courtesy Board of Recreation Commissioners, Bloomfield, N. J.

of a similar amount. Besides raising the money the Parent-Teacher Association Council assigned on schedule two volunteer workers to assist the paid worker on each of the grounds. These volunteers were always on duty at the time assigned or furnished substitutes.

Some of the volunteers who helped on the Columbus, Ohio, recreation program included an experienced colored worker who gave full time, a group from the storytellers' league who served for definite periods on the grounds, and eight young men from the Y. M. C. A. who assumed definite responsibility in connection with athletics. The Mayor thanked these volunteers by letter at the end of the season.

Board Members and Playground Graduates Serve

Members of recreation commissions and boys and girls who had graduated from the playgrounds were equally willing to serve. Each member of the Park and Recreation Commission of Chicopee, Massachusetts, personally took charge of a playground, using as assistants people receiving financial aid from the local relief body. In Marlboro, eight volunteers who had had previous experience served under the leadership of a member of the Recreation Commission and a paid worker furnished by her.

The play streets in York, Pennsylvania, originating from the playground program, were conducted by boys and girls, high school graduates, in some instances unemployed, who had attended the playgrounds. In Somerville, Massachusetts,

fourteen young people who had grown up on the playgrounds worked as volunteers.

The Volunteer and Social Recreation

Social recreation is one of the activities in which volunteers are helping most effectively. In Evansville, Indiana, practically the entire social recreation program is conducted by volunteers. In Omaha, Nebraska, an outstanding program in social recreation is being conducted. Last year volunteer leaders numbered about 110 people recruited from the American Legion, churches, parent-teacher associations and recreation agencies. These individuals, who were trained in an institute covering a period of six weeks, were organized in teams of ten with a captain, a song leader and a pianist. Throughout the winter these groups served the Y. M. C. A., Y. W. C. A., park field houses and community buildings, school buildings and surrounding rural communities. Many of these workers, instead of devoting two nights a week to volunteer service as they had pledged to do, gave three and four nights to the work. They used their own cars for which they supplied the gasoline, while the American Legion furnished the equipment. Much of the success of the plan, it was felt, was due to the fact that a paid executive was employed through whom the teams were assigned and with whose help programs were planned and executed. This winter a second institute will be held and the program will continue on an increased scale.

An unusual development in the use of volunteers, known as the Leisure Hour Club Movement, is under way in Indianapolis, Indiana, under the leadership of a volunteer, a public-spirited business man, and with the cooperation of 48 agencies working under the sponsorship of the Council of Social Agencies. The active organization work will be directed by an executive committee of about twenty individuals made up of professional workers and an equal number of influential laymen. This committee will organize general committees to develop programs along the line of their particular interests. The music committee, for example, will find talented people capable of putting on good programs and will arrange for the use of their services. In addition

to these program committees there will be neighborhood committees made up of representatives of local organizations who will find usable centers and club rooms, discover latent talent, promote attendance and act as hosts. A number of weekly entertainments have thus far been put on and ten centers definitely secured. The purpose of the movement, as stated, is "to find the means by which neighbors can get together as individuals and families for simple, wholesome pleasures which bring release from the incessant burden of worry and care."

Many other instances might be cited and many more cities mentioned. Those quoted are typical of the services which thousands of volunteers are giving at playgrounds, community centers and camps, and in the organization of activities of all kinds.

Volunteer Leadership in Administrative Groups

While volunteer leadership of activities is proving most important in the present crisis, it is impossible to overemphasize the value of the volunteer leadership given on boards and commissions, and through volunteer associations.

In spite of the fact that almost an entirely new recreation commission was appointed last year at Houston, Texas, the interest and enthusiasm of this group has been so successfully enlisted that instead of being abolished as was planned as an emergency measure, the department will probably receive next year an appropriation twice its present size. Other volunteers from the outside were enlisted at a crucial period in the work of the department to speak before local groups and secure their support. In a campaign for broader support of recreation from municipal funds waged in Conshohocken, Pennsylvania, most of the "fighting unit" are volunteers and people whom the community program has vitally touched in some way. Such interpretations of the work of a recreation department to the public have been one of the most valuable services of volunteers.

A city in Texas which is not in favor of using volunteers as activities leaders because of the difficulties involved, has one of the strongest volunteer recreation boards in that part of the country, and were it not for the constant alertness,

understanding and zeal of this board in interpreting the department to the public the recreation program would probably have been abolished as an economy measure.

A Setting Up the Machinery

Careful planning and organization are essential if volunteer leadership is to be effective, and in back of the successful campaign to secure and train leaders are to be found committees and other functioning groups.

In New Bedford, Massachusetts, where funds were available for only a few paid leaders, a definite organization was set up to secure volunteer leaders and to assure the conduct of summer playgrounds. A general citizens' play center committee was organized composed of representatives of various organizations—

business, professional, civic and social service. This committee was divided into subcommittees as follows: Personal committee, in charge of securing volunteers; equipment committee, to secure additional equipment through donations, if possible; activities

committee, to aid in making up a program, and ways and means committee to raise the necessary funds with which to pay the salaries of two employed supervisors—one a man and one a woman—who had general charge of all playgrounds and organized and directed the work of volunteer leaders.

At the beginning of the season 125 women and 100 men had volunteered for service. These came from the ranks of former playground leaders out of employment, members of women's clubs and similar organizations, school teachers, and unemployed nurses.

In Cleveland, Ohio, the Mayor has appointed a committee of volunteers known as the Recreation Committee, to provide a program for the unemployed. The use of school facilities has been secured in a number of districts, and entertainments are being given by thousands of volunteers. The work is carried on through a large number of subcommittees in each district who are in charge of the programs.

Resourcefulness and ingenuity have an important part to play. This was well illustrated in

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The whole question of the value of volunteer service is a general one. Probably of the most immediate importance is the fact that it enables the conduct of a wider program and makes it possible to reach more people. But for the long look it is educating supporters for the recreation movement locally as well as nationally, and a given corps of devoted volunteers makes for continuity in changing executive leadership and changing conditions. Furthermore, it is a form of life insurance in times of budget distress."

Niagara Falls, New York, where no provision was made in the budget last summer for children's playgrounds. The Recreation Commission, an adjunct of the Park Commission, and a number of leading citizens determined that in spite of lack of public funds the playgrounds must be kept open under the general direction of the superintendent of recreation employed by the Park Commission. The Board of Directors of the Beeman Foundation agreed to supply the superintendent of recreation with one assistant, a man, and three trained supervisors, two women and one man. The director of the Work Bureau, the city's relief agency, provided the superintendent of recreation with lists of families receiving relief and permitted him to select from these families the member who in his judgment was best equipped to serve on the playground. Through this source a corps of 48 leaders was secured and given a short course of instruction for two days prior to the opening of the playground. While these leaders were paid by relief funds and cannot technically be called volunteers, the plan represented an ingenious method for keeping the playgrounds open. Twelve grounds were operated for ten weeks.

Training Volunteers

Some volunteers are already prepared, in part at least, with natural hobbies or skill, some with past training in recreation, physical education or teaching fields. On such previous training and experience the degree of effectiveness of a volunteer in activities rests to a large extent. It has been found possible, however, through short intensive institutes to give enough training even to people who have special abilities though they are without previous experience in municipal recreation to enable them to serve as effective helpers. Such training institutes have been used in St. Louis, Missouri; Omaha, Nebraska; Reading and York, Pennsylvania; Pasadena, Glendale, Los Angeles, Oakland and San Francisco, California; and in many other cities. In Glen Ridge, New Jersey, a ten session training course was held in the spring to train young married women anxious to help in the local recreation program. With this group six playgrounds were manned during the entire season under one trained supervisor.

The value of the institute previously held in many cities has been demonstrated in this emergency, for from the people who have taken the course have come many of today's volunteers.

In some of the smaller cities where there is no year-round recreation executive to direct the program of training there may be an individual connected with some local organization or an outstanding layman of experience capable of carrying it on; or it may be possible to call on experienced workers in nearby communities.

The National Recreation Association will be glad to give suggestions and help in training problems.

The Value of Volunteer Service

The experiments which have been conducted have resulted in certain definite conclusions regarding the value of volunteer leadership and the problems involved.

There is a general feeling that volunteers serving under the direction of professional leaders are exceedingly valuable in the carrying out of a complete program, particularly with the limited budgets available at the present time. Much emphasis, however, is laid on the fact that volunteers are valuable only if there is at each activity center a trained, experienced paid director. In instances where volunteers are wisely selected and adequately directed and help is given through trained leaders, the use of volunteer workers is a most effective way of "spreading" the director through the community. Where trained supervision is lacking, experience has shown, activities tend to consist purely of athletic games and only a limited group take part.

Another conclusion reached is that volunteers in general have been found much more helpful when assigned to specific duties with a definite age group and with specific hours. In some cities, for example, mothers have given very valuable service with younger children, and workers holding Red Cross certificates have helped effectively the swimming pool program. The requiring of definite reports from the volunteers was found one method of making their work more effective. The Philadelphia Playgrounds Association found it helpful to ask volunteers to fill out and sign a businesslike contract which was binding upon them. Volunteers failing to live up to the terms of the contract were reported to the organizations they represented. The volunteers were glad to comply with these requirements and found the plan helpful.

The attitude and effectiveness of the volunteer in the municipal recreation program, it has been

(Continued on page 499)



Within 200 feet of a school building is a picnic grove with barbecue pits and a camp fire circle.

Building Recreation on a Slim Purse

A JUNIOR high school class sat in the city council chamber. Sparkling, expectant eyes shining out of clean, smiling faces watched the formal proceedings with glowing interest. There was a pause in the discussion, and the presiding officer spoke.

"I see a delegation here from Woodrow Wilson Junior High School," he said, "and I understand they desire to present a petition. If your spokesman will come forward the city council will be happy to receive him."

A girl stepped out and handed the city clerk a petition.

"Thank you," she said. "This petition bears the names of over three hundred children in our district who ask you to provide us with a place to play. We realize the danger of games in the streets, and parents are always forbidding them. We have been told there is city owned property in our district and are asking you that it be used for tennis courts and a baseball field and a playground for the younger boys and girls."

And San Jose, California, became recreation-conscious!

By ROBERT COUCHMAN

San Jose, California

For years we had talked of recreation programs and boasted of our unique city reservation, Alum Rock Park, with its hundreds of acres of rugged canyon, but prosperity sent our people to the nearby mountains or the coast, not much farther away. When these children, seeking a safe place to play, with amazing initiative brought their petition to the city council, we awakened to the realization that there were hundreds of children and adults in other districts just as anxious for recreation opportunities and that no facilities for play under proper supervision existed.

The Survey Committee Goes to Work

The council appointed a Community Recreation Survey Committee, and in two years that committee has developed an amazing

foundation program of recreation on the slim purse that is so distressing in these times.

The "anti's," immediately after newspapers announced that San Jose was to undertake a real community recreation program, raised the howl that any bond election to purchase grounds for playgrounds would be buried safely by the voters. They received no reply, and sat back to wonder about what was going to happen. A quiet survey was made of the immediate needs for recreation facilities, of the available ground owned by the city and the city school department, and the facilities already existing. We found that school yards were practically the only open play areas.

"Why not use school plants six—or even seven—days a week, every day in the year?" This was the question the committee raised. "Why not?" came back school authorities and civic leaders.

The schoolmen remembered that under vastly different circumstances the old country schools served as a meeting place, community theater and center of social life, while the school yard was something of a community playground. They talked the matter over and agreed among themselves that the junior high schools, centrally located, offered an opportunity for working out a test program in each district. This decision made available the large playfields and baseball diamonds, the gymnasiums and by additional negotiating, the trained physical education and recreation supervisors. For practical purposes, in keeping with the limited resources, it was decided that the pioneering, experimental program should be undertaken on an extensive scale at one school, and that similar, more limited programs would be carried on at the other junior high schools.

The San Jose school system, serving a community with a population of 60,000, comprises thirteen elementary schools, four junior high schools, a senior high school and a junior col-

lege consolidated with a state college. Out of the experience of an earthquake catastrophe in 1906 in which many brick and frame structures were wrecked or rendered unsafe for use, the present school administration definitely decided in its program of expansion made necessary by increasing population, to erect only reinforced concrete structures, fireproof and earthquakeproof. As a result, we undertook a costly building program and in seven years erected four reinforced concrete junior high schools, two reinforced concrete elementary schools, and a single story earthquake-proof wooden structure, all at a cost of \$1,750,000.

The Demonstration Center Is Chosen

One of these four junior high schools, Theo-



Courtesy Pasadena Department of Recreation

Drama has a part in the program, and art activities are stressed as well as out-of-door sports.

dore Roosevelt, was erected on the site of a former sanitarium situated on the bank of an intermittent stream, the Coyote Creek. The fine old trees of the old sanitarium were undisturbed when the architect designed the floor layout to fit into the general layout of the old grounds. Fortunately this could be done without lessening the effectiveness of the building arrangement. This unusually attractive setting, which gave the new school the advantage of thirty years of landscaping, inspired the school authorities to attempt to make the school one of the show places of the community. Its location was good, too, being on East Santa Clara Street, an easterly extension of the old Alameda laid out in 1780 as the "shady

walk" between the Spanish pueblo of San Jose and the Mission of Santa Clara. Realizing the shortage of auditoriums in the city for public gatherings, programs and plays by non-professional groups, a larger auditorium was provided with adequate stage facilities. Two years ago there were added to this original layout other classrooms and a large gymnasium with an open air swimming pool.

A shelving bank on the creek seemed an ideal place for a picnic ground—it didn't matter that picnic grounds are not normally considered a part of a junior high school setup—and during the winter unemployed men were given employment, the funds for the work being provided by plays, paper sales and donations by teachers and pupils. The Rotary Club gave \$1,000 toward the project. As a result, sufficient funds were obtained to make possible the leveling of the creek shelf, its landscaping and the construction of an open bonfire pit with encircling benches, two brick barbecue pits, and permanent tables and benches.

Recently flood lights have been set up around one of the outdoor baseball diamonds so baseball—with a soft playground ball—can be played at night. A night league with thirty-six teams has been organized. Because of limited facilities fifteen teams which have sought entry to the league have had to be turned down for the present, at least.

Launching the Program

Last summer, under the recreation scheme sponsored by the survey committee and with the approval of the Board of Education, the first comprehensive recreation program was launched. During the school vacation period of three months an attendance of 34,061 persons was recorded at this one center. An average of 431 persons daily made use of the facilities and participated in the program. They included four-year-olds and their grandmothers and men, women and children of all the ages in between. The summer program included swimming groups for younger boys and girls, older boys and girls, adults and business groups. Similar groupings were made in the other play and gymnasium programs. At the same time organized leagues were sponsored for baseball, basketball and volley ball teams in the different age groups.

In addition to the athletic and play oppor-

tunities offered by the school athletic plant, the added advantage of the special recreational facilities can be readily realized. Industrial groups, employees of commercial institutions and others engaged the picnic grounds to hold picnics or barbecues as special parts of their own participation in the recreation program. These special parties were often followed with supervised group games, swimming, sometimes dancing and sometimes league athletic contests. The result has been that often amateur theatricals are under way in the auditorium, while baseball, basketball and volley ball teams are at play, swimming classes are in session, and perhaps a picnic is at its height, all during the same evening. Play and swimming classes for younger members of the community are held in the mornings and afternoons.

The success of the summer program it is felt, is due to the broadness of the field of activities and to adequate, trained leadership. School physical education instructors with special training in adult recreation are in charge under the direction of the recreation committee, in closest coordination with school authorities.

Future Plans

After the school opens for the fall term the recreation program for the community at large is taken over by the Adult Education Center, the city's department of adult education. This is a new development of an entirely different conception of a night school. It supervises Americanization work and provides night and day classes for adults. Throughout the fall, winter and spring a regularly scheduled recreation program is put on for the entire community. Over 5,000 different individuals participate. Classes are held in swimming, gymnasium work and outdoor activities, as well as in creative and interpretive fields of a semi-recreational nature. For the women—housewives, shopgirls and others—classes are provided in swimming, gymnasium play, interpretive dancing and similar activities. Foreign language groups have been encouraged to participate in these activities as an effective part of their training in Americanization. The feeling is general that the contact has been good for both native born Americans and the naturalized Americans and the alien groups.

(Continued on page 500)

A Recreational Symphony Orchestra



One of the Commission's adventures in music has resulted in the organization of a municipal playground orchestra.

By **HARRY F. GLORE**

Supervisor of Music
Public Recreation Commission
Cincinnati, Ohio.

THE Cincinnati Municipal Orchestra, organized in October, 1930, by the Public Recreation Commission, during its first season attained a membership of fifty-five, with every choir of instruments in a standard symphony orchestra represented. At its first public concert on March 22, 1931, the orchestra appeared in Emery Auditorium, the home of the Cincinnati Symphony Orchestra, before an audience of over 1,200, including many symphony patrons and season ticket holders—a representative body of critical music lovers. The program for the occasion included the Mozart Symphony in G Minor, played in its entirety, shorter numbers by Beethoven and Rubinstein, and the Coleridge-Taylor suite, "Scenes from an Imaginary Ballet." The concert was reviewed by the regular music critics of the Cincinnati newspapers, who, in signed articles, received the orchestra with most favorable comment.

The Cincinnati Municipal Orchestra was organized with the idea of establishing a permanent non-professional symphony orchestra which

would enlist talented musicians who ordinarily would abandon musical activity after leaving high school and college. It was conceived as a link between school and professional activity.

The second season of the orchestra was looked forward to with mingled feelings. Many recreation groups are organized and carry through the first year with splendid spirit only to collapse after the enthusiasm which comes from novelty dies out. This was not the case, however, with the Municipal Orchestra. Last October the group started its second season with only a slight loss among old members, four of whom moved to other cities, and immediately began to increase its membership.

Then a very interesting and significant event occurred. The Cincinnati Municipal Orchestra merged with the Cincinnati Civic Orchestra, which is a group similar to the Municipal Orchestra but organized by a small group of individuals interested in the highest type of music. This orchestra was established three years ago and has grown steadily in membership and artistry of performance. The result of the combination is a complete ensemble, including twenty-four first violins, twenty second violins, twelve violas, thirteen cellos, five string basses, three flutes, three oboes, three horns, four trumpets, two trombones, four clarinets, two bassoons and a full

equipment of percussion instruments. With the combined groups under the wing of the Public Recreation Commission, I am free to turn my attention to the business management and promotion of the orchestra and other projects, leaving the musical direction to Arthur Zack, who was organizer and director of the Civic Orchestra.

Low Cost of Operation

The Cincinnati Municipal Orchestra last year was supported entirely by the Public Recreation Commission at a very low cost. The Supervisor of Music, who is paid an annual salary for all his duties, was conductor of the orchestra so there was no additional expense for the leader. The cost of music amounted to \$60.76. Programs for the concert were paid by a local music house in return for an advertisement on the program. Printing of tickets amounted to \$3.00. There was no expense for the rental of a place to rehearse because we obtained a permit from the Board of Education to use a school building which was open for night school activities. A set of tympani, retailing new at \$385, was purchased second-hand for \$150. This, however, cannot be counted among one year's expenditures. It is fairer to total the amount of money spent for instruments from year to year and divide by the number of years the orchestra continues to function to obtain the annual average amount spent for equipment.

Plans for the Future

This year the combined orchestras will function with its own business organization, including officers and board of directors, under the supervision of the Public Recreation Commission. The merger is regarded as very advantageous in that it will center the attention of music lovers in one large ensemble rather than divide the interest between the two smaller groups. It achieves the goal of both orchestras at a single move rather than deferring it several years.

Three concerts are scheduled for this season, the first of which will feature Brahms' Fourth Symphony.

It is expected that the large orchestra will not involve any greater expenditure on the part of the Commission because it will be partially self-supporting. Each member pays the nominal fee of ten cents per rehearsal. This amount, augmented by money taken in at concerts, will aid

very materially in the support of the group. By an arrangement with the local Musicians' Union, two regular members of the Cincinnati Symphony Orchestra are allowed to play with the orchestra, and these are the only members of the entire ensemble who are reimbursed for their services. They are paid for all public concerts. In return they render very valuable services. The concert master, for example, is a Symphony man, and he assists the non-professional violin players with bowing and fingering all difficult passages.

The next step on the part of the Public Recreation Commission to support the orchestra and make it more stable will be the establishment in January of a Junior Orchestra to act as a "feeder" for the large orchestra. This will be made up of players whose experience is not quite adequate to earn for them positions in the senior group. They will play the same type of music and as vacancies occur in the senior group, selections as far as possible will be made from the Junior Orchestra. We confidently expect that the merger, plus the establishment of a junior group (junior only in the sense of playing ability), will result not only in a supply of players equal to the demand, but will actually stimulate interest to the point of making a waiting list necessary.

From All Professions

The combined orchestras are made up of both men and women ranging from a lower age limit of sixteen years through all ages to those who are upward of fifty years of age. Of these ninety men and women, six are still in high school and fifteen in college or university. The other men and women represent thirty-five vocations and professions. A complete list of the professions and employments represented includes the following: stenographer, color artist, advertiser, broker, currency assorter, civil engineer, electrician, physician, claim adjuster, violin teacher, tailor, boiler maker, housewife, pharmacist, switchman, salesman, teacher, beauty operator, engineer, auto repairman, shoemaker, chemist, insurance salesman, embroidery manufacturer, grocer, violin maker, instrument repairman, builder, machine designer, shop foreman, printer, barber, merchant, clothing salesman, showcard writer, structural engineer, bookkeeper and others.

In conclusion let me say that I feel that the orchestra fills the need that exists in every large

(Continued on page 501)

An Out-of-Door Play School

A significant experiment fostered
by the Child Study Association of
America and housing corporation.

SUNNYSIDE GARDENS, Long Island, has a forty acre housing development maintained by the City Housing Corporation, a limited dividend corporation. The community now houses approximately 1,700 families with a population of almost 7,000 people. In planning the development the Housing Corporation set aside a four and a half acre park and playground for the use of the residents of Sunnyside Gardens. It was maintained for two years by the corporation and then formally turned over to the people of Sunnyside Gardens to manage and maintain. To do this satisfactorily, the residents organized the Sunnyside Gardens Community Association with membership dues of \$12.00 per year per family. This

Last summer the association had its first play school, one of fifteen conducted during the summer under the auspices of the Child Study Association of America. The fact that all of the activities were held out-of-doors on the playground maintained by the Community Association added greatly to the interest of the experiment.

In order to have the school it was necessary for the Community Association to guarantee an average daily attendance of 70 children. So successful was the school that 139 children enrolled and there was an average daily attendance of 89 playing in mixed groups of boys and girls. The Board of Education cooperated in the experiment by providing two teachers and some of the equip-



entitles the membership holder to the use of the park and all its facilities, the benefits to be derived from group organization, the enforcement of traffic rules and regulations, the improvement of railway transportation, and the community spirit which an association of this kind can engender. The budget of the association is approximately \$10,000, and the membership includes about 700 families among whom there are 500 children.

A group of children at the Play School happily engaged in its particular unit of work.

ment used. Each child paid 75 cents a week, and from these fees three additional leaders were paid. Volunteers, too, had a part. A number of residents, specialists in music, storytelling and art, contributed their services.

The children were divided into five different groups—(1) Four to four and a half year old

(Continued on page 501)

World at Play



Courtesy Westchester County Park Commission

The V. Everit Macy Park

THE Westchester County, New York, Park Commission has named the two hundred acre tract at Woodlands, the V. Everit Macy Park, in honor of the late V. Everit Macy, who for a number of years served as president of the Commission. Here are to be found river and lake, broad playing fields and rugged woodland in the tract nearest Mr. Macy's boyhood home country which he intimately knew. The park will stand as a lasting memorial to one of Westchester County's greatest citizens.

Fire Station a Christmas Toy Factory

IN 1931 the twenty-three firemen from the three stations of Huntington, Indiana, played Santa Claus to seven hundred children. They began at Thanksgiving, according to a note in *The American City* for November, 1932, and worked up to the Sunday before Christmas. A notice in the local papers stating that the firemen would repair toys brought so large a response that it was necessary to send trucks and cars to bring in the toys. A workshop was fitted up with all kinds of handy tools and repair materials. The local Exchange Club purchased \$25 worth of tools to help the work along. Business men and local organizations all helped. The Rotary Club gave 125 pounds of candy; business men gave the use of their trucks. The Salvation Army, the

Charity Guild and similar groups provided the names and addresses of families to whom the toys might be distributed. When the time came for sending out the toys, the wives of the firemen helped make the selections so that toys suitable for the ages of the children would reach them.

Community Recreation Parties in Lancaster

COMMUNITY recreation parties, held in the Y. M. C. A. building, are one of the most interesting features of the recreation program conducted by the Lancaster, Pennsylvania, Recreation and Playground Association. These parties have the support of many organizations, industries and educational institutions. The executive from each cooperating group vouches for every guest attending the party by signing his name and the name of his organization on the back of a colored card, on the face of which information is given regarding the place and time of the party. The guest also signs his name on the back of the card. An admission fee of 25 cents is paid to cover the expenses. The parties are all rather formal and are conducted with dignity. Chaperons are provided with flowers from the fund, and guests do not leave the building during the party. These programs, which have been conducted for a number of years, are tremendously popular, with an attendance ranging from 250 to 350.

Entertainments At Community Centers—Each of the Cleveland, Ohio, community centers was opened to the public in October with a special entertainment. At Benjamin Franklin, for example, there were offered an old time dance, a modern dance and a vaudeville performance. October 25th was Fun Night at Lafayette Center and there were games, stunts and orchestra selections. A style show and musical program featured the opening of Memorial Center, while at Nathan Hale the program consisted of a one-act play, orchestra selections, an old time dance and social games. Other centers had similar programs introducing drama, social recreation and dancing.

"Unusually Quiet"—Berkeley, California, was one of the communities which proved this year that Hallowe'en can be made one of the best possible fun nights for old and young. The city's twenty-six playgrounds conducted a total of thirty parties for children and adults. Parents joined with the children, donning costumes and enjoying to the full the parades, games, apple bobbing, pie eating and doughnut munching contests which featured many of the programs. The dance clubs of the city were particularly active, helping in illuminating many of the playgrounds for the night programs. "We had as much fun as our youngsters," said one father. "Unusually quiet," was the report of officers on duty to the desk sergeant for that night.

The largest group ever to gather for a party at the Dalton, Massachusetts, Community House, assembled for the annual Hallowe'en celebration when admissions totaled 450. The costume party, which opened the program, drew 211 participants. The parade was followed by a group dance, "The Dance of the Skeletons," and by a motion picture show. Cider and cookies were provided as refreshments.

Boy Scout Week—Boy Scout week, marking the twenty-third anniversary of the Boy Scout movement in America, is to be celebrated by Scouts and Scout leaders February 8 to 14, 1933. Nearly a million boys each year are members of the Boy Scouts of America. In spite of the depression a new development has been undertaken during the past year, and the movement has entered upon an intensive ten year program to cover the next decade, designed to build a body of genuinely patriotic citizens thoroughly devoted to the public welfare and entirely committed to the advancement of the public interest.

A Football Contest in Los Angeles—October and November were exciting months for Los Angeles, California, boys, for it was then that the annual playground football contest was conducted at the municipal recreation centers. The contest was based on competition in the kicking, passing and pass-receiving departments of the gridiron sport. It was open to all boys of the city sixteen years of age or under. Following several days of practice forty-seven playgrounds held individual contests on November 5th, selecting competitors for the city-wide finals held on November 12th. One thousand free tickets were provided by the University of California at Los Angeles for its game with the University of Washington at the Olympic stadium on December 3rd, these tickets to be used as awards for boys showing outstanding ability in the contest.

Use of School Buildings in Pittsburgh—Social service agencies of Pittsburgh, Pennsylvania, having in their employ or otherwise available people qualified to direct recreational activities have been permitted, through a special arrangement, to use school gymnasiums without the employment of supervision by the Board. The issuing and use of these permits have been under the supervision of the Director of Recreation. The agencies taking advantage of this opportunity have been the settlements, branches of the Y.M.C.A., churches and similar groups. Through the cooperation of the Allegheny County Emergency Association in directing competent leadership, the evening use of school buildings was practically doubled this year, buildings with thirty-two gymnasiums having been used. Those enrolled have been largely unemployed young men and women.

"You Can Make It" Booklets Reduced—Recreation workers and all interested in handcraft activities will be glad to have word that the price of each of the "You Can Make It" series of booklets issued by the National Committee on Wood Utilization, Department of Commerce, has been reduced to \$.05 a copy. This includes "You Can Make It," Vol. I, "You Can Make It for Camp and Cottage," and "You Can Make It for Profit." In quantities of 100 or more a discount of 25 per cent is allowed, bringing the quantity price of each down to \$3.75 per 100 copies. These booklets may be secured from the Government Printing Office, Washington, D. C.

A More Beautiful America Contest—The 1932-1934 More Beautiful America contest conducted by Better Homes and Gardens of Des Moines, Iowa, will run from September 1, 1932, to October 1, 1934. It will be open to any civic organization, such as a garden club or woman's club, or to any individual. Projects include the beautification of railroad approaches, the creation of parks, the landscaping of grounds around schools and other buildings, the organization of junior garden clubs, removal of rubbish, making of a bird sanctuary and of a municipal garden, the planting of municipal forests and similar projects.

An Art Exhibit in Lynchburg—Recently the Lynchburg, Virginia, Department of Recreation and Playgrounds cooperated with the Civic Art League in an art exhibit held in the showrooms of a local furniture company, the purpose of which was to "foster art talent, encourage this means of self-expression and develop wide interest in art." The exhibit was open to the public from November 5th through November 29th. Requirements were that everything shown must be the original work of residents of Lynchburg and vicinity over sixteen years of age. Pictures done in oils, it was required, must be suitably framed and all other work framed or matted and ready for hanging.

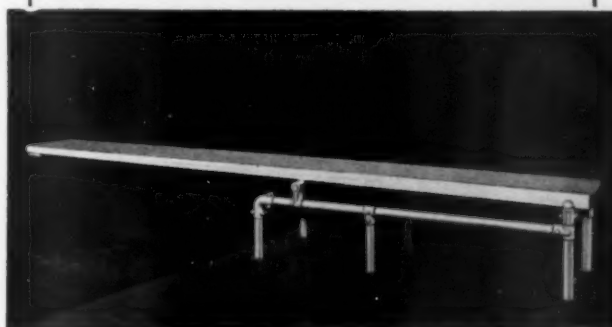
Archery Grows in Popularity—An item in the 1932 *Municipal Index* states that a New England authority estimates an increase in the number of archers from 100,000 in 1929 to 200,000 at the end of 1931. New Haven, Connecticut, is mentioned as developing an archery range making provision for from twelve to fifteen targets with six possible new targets this year. Archery is rated as an important and promising addition to the public recreation program.

Drama On the Austin Playgrounds—The playgrounds of Austin, Texas, displayed much interest last summer in drama. Clubs and classes organized at the various centers took part in one act tournaments, skits, stunts, shadow pictures, pantomimes and charades which they presented at the weekly community nights held on the playgrounds. At different times during the season various clubs entertained one another with social and dramatic programs. Puppets, too, were popular, and a tournament was held during July.

Recreation Institute For Parent-Teacher Groups—Following a series of sessions in which more than three hundred women participated, the Los Angeles, California, Parent-Teacher Recreation Institute, which met at the Olympic swimming stadium, was closed on October 28th. As a result of the institute, held under the auspices of the city Playground and Recreation Department, recreation chairmen and other officers of Parent-Teacher Associations throughout the city have been equipped to serve as leaders in launching recreation programs for their own groups and families. It is expected that the institute will become an annual feature of Parent-Teacher activities in Los Angeles.

Oakland's Recreation Department Expands Program—From Oakland, California, comes word that all recreation facilities in parks formerly operated by the Park Department have recently been placed under the supervision of the Recreation Department. These facilities include eight tennis courts, forty horseshoe courts, two bowling greens, an archery course, a swimming pool, fifty-one outdoor fireplaces and four picnic areas. Under the cooperative arrangement made

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the Park Department will maintain the facilities and the Recreation Department will provide leadership, grant permits and schedule tournaments.

City Camp to House the Unemployed—Camp Radford, a mountain camp maintained by the Los Angeles, California, Department of Playground and Recreation in the San Bernardino Mountains, will be turned over to the National Forest Service to provide housing for several hundred unemployed men during the fall and winter. These men will be given food and shelter while they are constructing firebrakes, trails and other forest necessities.

Parent-Teacher Group Saves Playgrounds—When it was found that the city fathers of Fort Wayne, Indiana, had made no provision for funds for summer playgrounds, a large delegation from the Parent-Teacher Association urged a reconsideration with the result that the Board took one cent from the general park budget and placed the \$16,000 to be derived from this levy to the credit of the playground fund.

An Institute Brings Results—Following the institute in Stanislaus County, California, conducted by the National Recreation Association in cooperation with the Extension Department, a recreation department was organized in the 4-H Club group. This department meets every month to conduct activities and members are sent to rural groups to lead recreation programs. Up to September 21, 1932, members of the department had helped in putting on programs attended by approximately 5,200 people. After the drama institute, which followed the first general institute, a Drama Council was formed within the recreation department to aid in stimulating plays in the various communities and to accumulate material regarding play production which will be available to all groups.

Music in Community Centers—The annual report of the Department of Recreation of York, Pennsylvania, states that many who attended the evening recreation centers conducted last winter at three of the schools were out of work, while many had discontinued school at the age of fourteen and had never worked at all. "Those who came to the centers eagerly helped to make their own good times. For instance, each had its own volunteer orchestra to play for dancing. One of these groups after five years' experience at the

Lincoln and Jefferson centers graduated into the professional class and in a group known as Paul Dohms Melody Masters are now earning their living by playing."

Play and Juvenile Delinquency—The sixteenth annual report of the Juvenile and Domestic Relations Court of Richmond, Virginia, (1931) makes the statement: "It is indeed gratifying to note that in spite of the continued depression there has been a marked decrease in the number of children appearing before the court charged with delinquencies. The figures are as follows: 2,479 for the year 1930; 2,160 for 1931, or a decrease of 319—more than 12 per cent. A large measure of credit for this significant decrease is due to the fine cooperation of the Police Department and the Community Recreation Association in their efforts to settle minor infractions of the law without recourse to the court."

In 1931 the Community Recreation Association organized a special Committee on Crime Prevention of which Miss Claire McCarthy, Director of the Community Recreation Association, is Secretary. Through this committee much has been done to supervise activities for children in the Detention Home and to provide recreation facilities. A worker known as special crime prevention officer has been assigned by the director of public safety to devote his entire time to the adjustment of minor juvenile delinquencies.

Newark Plans for Play

(Continued from page 464)

staff. The work of the Department of Recreation is not confined solely to the schools, one of the chief tasks of the director being that of keeping in close contact with all recreational activities in the city and giving aid of a solely voluntary nature when it is within his power to do so. He must aid in maintaining the closest cooperation between the Board of Education and the character-building, social, and welfare agencies as well as the county and city park systems. As a matter of convenience all permits issued to the schools for the use of facilities under the control of the County Park Commission are at present cleared through the Recreation Department. By an arrangement with the secretary of the Park Commission all recreational activities directed in the

county parks are under the immediate supervision of the Recreation Department of the Board of Education.

"To direct the community recreation program in Newark necessitates the extensive use of school buildings and grounds and the very closest coordination and cooperation of the recreational staff with the school principals, heads of departments, and teachers. So much so that it would be practically impossible for an outside agency to make the best use of facilities, maintain the necessary coordination and cooperation with the schools and at the same time leave the schools free to conduct their program. Accordingly the Recreation Department of the Board of Education in Newark functions as a separate department under the Board of Education and has charge of all activities in the schools after the close of the school day."

Spectator Sportsmanship

(Continued from page 467)

who commits the infraction of a rule, the majority will keep quiet.

I beg of all of you that you will lose no opportunity to preach the gospel of fair competition in stands because it is a bad thing for the boys and a bad thing for the undergraduates, and in reverse, fine sportsmanship in the stands is an additional incentive in the whole movement for a higher culture and a nobler civilization.

Valentine Party Suggestions

(Continued from page 468)

"cities" try to change seats without being caught by the "postman." When he catches anyone, that person becomes the postman and the former postman takes the seat. If the circle is small, the postman can be blindfolded.

Heart Exercise. A heart three or four feet in diameter is drawn on the floor with chalk. The players, not more than fifteen at one time, then join hands and form a circle around the heart. At the signal, they all begin to pull trying to make one of the players step inside the heart. The player who stays out longest wins.

Cupid Toss. A heart is drawn in the center of the floor. Players are divided into two teams, standing in straight lines facing the heart on opposite sides. Each person is given an equal number of cardboard hearts; one side has white and

Suggestions for Making A Community Recreation Survey

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the other red. The object is to try to toss the hearts, one at a time, into the heart. After all players have participated count the hearts in the large heart to determine who won.

Have a Heart. Players are in file formation, an equal number in each file. A heart, opposite each file, six inches in diameter is drawn 15 feet from the starting line while another heart is drawn 25 feet from the starting line. In the nearest set of hearts is placed five small candy hearts. On the word "go" the first person in each file with a knife in hand runs to the candy hearts, transfers them (one at a time) to the farthest heart. After completing that, he returns giving the knife to the second person who transfers them to the nearest, etc. The file wins which completes the round first.

Heart and Dart Game. Make a large heart out of cardboard. Paste on it eight or ten small white hearts. Number these and post in a conspicuous place the meaning of each heart. For instance, No. 1 may mean "matrimonial success," No. 2 may mean "no chance," No. 3 may mean "domestic warfare," etc. Players are divided into two teams and the score is kept to determine the win-

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ner. Each player gets one turn at throwing the dart at the heart, scoring for his team (when he hits the heart) as well as having his fortune discovered. The darts may be made by placing a piece of paper crisscrossed in a cork with a pin at the other end.

NOTE: These extracts have been taken from a bulletin issued by the Department of Public Playgrounds and Recreation, Reading, Pa.

For a Washington Birthday Party

(Continued from page 469)

before each file (the stem being about 20 or 25 feet in length and the cherries about a foot in diameter). Players are divided into two files, the first person standing on a cherry. When the signal is given, he must walk on the chalk line over to the other cherry, return and touch off the next player. This continues until all players of a team have walked the straight and narrow path which George Washington walked. The team which first successfully walks the path wins the game. However, if any runner falls off the stem, he must go back and start from the beginning again.

Cherry Tree Relay. Players are divided into equal groups, standing in file formation facing the line of four trees which are placed about a foot apart. Trees are made from cardboard and tacked on small blocks of wood. The first player in each file has a small cardboard hatchet which is used to chop down the cherry trees. On the signal to start, the first player in each file runs up to the first tree, cuts it down, returns, hands the hatchet to the second person who cuts down the second tree, etc. The fifth person, since all the trees have been cut down, then runs up, plants the trees again (stands them up) and runs back and tags the sixth person who then starts again by cutting down the first tree, and so on. The team wins which gets the first person back in place.

NOTE: From bulletin issued by the Department of Public Playgrounds and Recreation, Reading, Pa.

Bump-the-Bump Slide

(Continued from page 472)

4. Avoid starting riders too close to each other, or a fast rider follow too soon after a slow one.
5. Start those of same size and age together. Do not mix older and larger riders with the smaller ones.
6. Use discretion in mixing children, adults and certain "undesirables." Tactfully encourage homogeneous groupings of participants.
7. Enforce the curfew law. Children should be discouraged from using slide at night. Encourage adult use at night.
8. If necessary to leave your position ask some other worker or adult to take your place temporarily.
9. See that rules governing use of slide are posted where they can easily be seen.
10. Open and close the bumps on times scheduled.
11. See that the bumps is in repair and safe to use at all times.
12. Keep supplies and equipment locked in the tool box.

Rules Governing the Use of "Bumps"

1. Sliding is allowed only at designated places.
2. Less than five persons standing in a "train" is not allowed.
3. Before starting see that the bumps is clear and safe.
4. Those using the bumps do so at own risk.

5. When reaching the end of course, get off as quickly as possible.

6. Look out for oncoming sliders.

7. Return to top of hill on the path provided for this purpose.

8. Throwing snow in face of riders while riding on the slide is prohibited.

To help govern the crowds, reduce likelihood of accidents, and to encourage large numbers to use the bump-the-bumps, notices should be posted in convenient places around the slide.

Suggestions Concerning Junior "Bumps"

With the aid of children, a small bump-the-bumps or sliding hill can be made of snow and water on level ground in a school yard, vacant lot, or playground. This can be done by building a rectangular solid block of snow about 3 to 5 feet high and 5 or 6 feet square. On one side of this block can be constructed a gradual incline as wide as the entire side. Sides can be built along the slope as described above.

The block of snow can be made on warm days by making large snowballs and arranging them next to each other and on top of each other in the form of a rectangle. On colder days, when the snow does not pack, large cakes of snow blocks can be made by packing snow into box forms, spraying with water and allowing to freeze.

Snow steps can be made on the back of the slide. Be careful that too much water is not used on the block of snow creating a seepage or getting it too icy. Sand or snow might be sprinkled over the walking surface so as to eliminate slippery parts.

Volunteer Leadership in the Recreation Movement

(Continued from page 486)

pointed out, depends largely upon the attitude of the recreation executive. One of the most significant and revealing facts about the imagination, resourcefulness and educational capacity of a local superintendent, one experienced worker has said, is his attitude toward volunteers and his ability to secure them and hold them for constructive work. "I have observed the relationship

of the executives toward volunteers and it seems to me that most of them fall down on the psychological side because of their own mental attitude. They seem to feel that a volunteer, because he is giving his services, is a person who requires deference, hours convenient to his whims and complete absence of discipline, whereas as a matter of fact that is the surest way to fail. The only difference between the volunteer and the paid worker is that one is paid and one is not, so in order to appeal to the imagination of the volunteer and give him a feeling of responsibility he must be presented with a real job. The volunteer's qualifications, his willingness to take training for doing the job, must be reviewed and the fact impressed upon him that when he is assuming this job he takes a definite responsibility which relieves someone else, and when the hours of his service are set by mutual conference he has been given a definite commitment which he should abide by."

On the whole, experience has shown that responsibility is pretty generally accepted by the volunteer with some difficulties because of irregularity of attendance, and that their services are of the greatest importance in the present crisis.

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- Scholastic Coach*, December 1932.
Speedball for Girls, by Alice W. Frymir.
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In many cities only through the use of volunteers has it been possible to meet the increased demand, and in some cities had it not been for volunteers there would have been no playground program or indoor centers last year.

The social values adherent in recreation work, someone has said, can never be realized unless there is a most extensive use of volunteer service by public departments. The advancement of the movement is dependent upon an understanding of these values by an increasing number of people, and there is no more effective way of bringing this about than through the use of volunteers and participants in the activities.

Building Recreation on a Slim Purse

(Continued from page 489)

Eventually the three other junior high schools will be developed into similar community recreation centers with equipment and programs suited to the needs of the districts in which they are located. Facilities will be added with underlying thought that they are not only for the use of pupils in the schools but for the use of the adults of the neighborhood as well.

In planning the school layouts of the newer schools, the use of the school plant as a center of recreation has been kept in mind. The gymnasiums, for instance, have been built on a larger scale than would have been necessary to meet the needs of a junior high school. The additional expenditure, however, has converted a five-hour-a-day, five-day-a-week gymnasium into a full time plant. As the Adult Education Center program is expanded and its classes in self-expression, dramatics, creative writing and dancing are provided for all who desire them, the newer community centers will meet these special needs as well as the more general recreational needs.

This venture in "thin purse" recreational programs is largely the result of the imagination and planning of the Community Recreational Survey Committee headed by George B. Hanson and C. C. Cottrell, the city superintendent of schools; Walter L. Bachrodt, and his Board of Education; Dr. W. S. VanDalsem; George B. Campbell; David M. Burnett, John S. Williams, Sr., and C. S. Allen. David L. MacKaye is director of the Adult Education Center.

A Recreational Symphony Orchestra

(Continued from page 491)

city. Small community ensembles, playing even the best of music, can never express the true nobility and grandeur of Beethoven, Brahms and Wagner. The great symphonic works can only be performed adequately by a full ensemble. Think of the joy and satisfaction that comes into the lives of these men and women from all walks of life! They are not merely experiencing the pleasure that comes to any one who has the price of a ticket to a concert by the Cincinnati Symphony Orchestra; they are knowing the joy of recreating the music of the masters which in the final analysis develops the highest form of appreciation. Participation is the surest and most direct way to develop real appreciation of any art.

Music Real Recreation

I have been surprised and rather disappointed at one viewpoint that I have encountered in a few recreation leaders. They say something like this: "Don't you think that the intense labor necessary to perform a symphony out of keeping with the spirit of recreation? Wouldn't it be better to choose lighter music so they could have more fun out of playing it?" My answer to this is a most emphatic "No"! Recreation, as I see it, has an infinite number of levels and this group represents, to my biased mind, the highest level. Just as a very good chess player is not likely to be lured by checkers, as the lover of Shakespeare is not an addict of the "true romance" type of fiction, as a lover of the best in drama is not enticed by burlesque, so for the members of our orchestra the playing of Bach, Beethoven, Schumann, and the like, is more satisfying than any music of lower quality.

As proof of my assertion I need only to take any one to a rehearsal. Every member of the orchestra is there who can possibly be; unexcused absence means loss of place and three successive unexcused absences mean loss of membership. They are on time and eager to begin. If it is necessary to discuss business matters, such matters are dispatched with a precision and speed that savors of impatience. They are jealous of every moment taken from rehearsal, just as a boy on the playground is impatient at anything which interrupts an exciting, competitive game. They love it! To them it is not work; it is real recreation.

An Out-of-Door Play School

(Continued from page 492)

children; (2) Four and a half to five years; (3) Five year old boys and girls; (4) Six to seven and a half years; (5) Seven and a half to nine and a half years. Each group had its unit of work to which the handcraft, music, art and all other activities contributed. The interest of the two youngest groups was directed toward social conduct or "social living" as it was called. The five year old group had transportation as its particular unit. For the fourth group the unit was food; for the oldest group, shelter. Though in all the activities stress was laid on these main motifs, the children's originality often led them far afield in many interesting variations!

Each leader had a meeting place corresponding to a home room in which her particular group met at the beginning of the morning and afternoon sessions which lasted from 9:00 to 12:00 and from 2:00 to 4:30. Special activities, such as music, art and crafts, were carried on in the cabin, the tool shed and immediately outside these two buildings. The children enjoyed showers on the handball courts. Rest periods were spent under the trees of the park. The children whose parents would permit them to go were taken twice a week to a local swimming pool. Physical examinations were given the children.

The public library sent one hundred children's books to the school, and at regular periods twice a week the books were given to the children to be taken to their homes. The children's gardens, maintained by the Community Association, were used to great advantage by the play school, particularly by the group having food as its work unit. In the storytelling period held twice a week much stress was laid on the development of the four general themes.

Staff meetings were held each week, and problems having to do with adjustments of individual children were discussed. In some cases the parents met with the teachers to help iron out difficult situations. During the seven week session of the school two meetings for parents were held, each attended by more than fifty adults. Out of this has grown a discussion group for parents which will meet during the winter.

NOTE: In a statement regarding the Sunnyside Summer Play School the Child Study Association of America says:

(Continued on page 502)

> > >

Our Decision Is

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COMMUNITY center members are finding great interest in the game of ping-pong. A few questions regarding some of the rules are answered here.

Q. What score constitutes an official game?

A. *A game consists of twenty-one points. It shall be won by the first player to win twenty-one points by a margin of two points.*

Q. Must the server first hit the served ball against his own playing surface?

A. *Yes. Player must project or drop the ball in the air by hand, then strike it with his racket so that it touches his own playing surface before passing over the net.*

Q. What is the order of service in singles?

A. *After every five points the server shall become the receiver and the receiver the server except when the score reaches twenty all or twenty-one all, etc., when service shall alternate after every point.*

Q. Must the ball be served to opposite courts as in tennis?

A. *No. In singles play the server may serve from any part of his playing surface, the ball touching any part of his playing surface to that of the receiver. At the moment of impact of the racket and ball, both players must be behind the base line and between an imaginary extension of the side lines.*

Q. What constitutes a fair return?

A. *One in which the ball, having been served, is struck by the receiver with his racket while it is in his hand or with his racket hand below his wrist while his racket is in his hand, before the ball shall have touched his playing surface twice consecutively. The ball so struck must pass over or around the end and touch any part of the opponent's playing surface.*

Q. Is the play "let" in ping-pong similar to the play in tennis?

A. *Yes. A "let" shall be called when the ball in passing over the net in service touches the net or posts, provided the service be otherwise good.*

Q. How can points be lost by a player?

A. *Either player shall lose a point: (a) if he, his racket, or anything he wears or carries touches the net or posts while the ball is in play; (b) if a free hand touch the playing surface while the ball is in play; (c) if the ball comes in contact with anything he wears or carries before the ball shall have passed over the end or side of the playing surface and before it has touched his playing surface; (d) if he volley the ball at any time while it is in play, i.e., if he strike the ball before it shall have passed over the end or side of his playing surface and before it shall have touched his playing surface; (e) if in playing an opponent's good service or return he strike the ball twice consecutively.*

Q. What are the correct official dimensions for ping-pong table?

A. *The table shall be 9 feet in length and 5 feet in width. Its upper surface shall be 2 feet 6 inches above the floor and shall be in a horizontal plane.*

Q. Are rackets restricted to a particular size and weight?

A. *No.*

Q. What are official rules on the placing of the net?

A. *The net must be 4½ feet from the base lines of the table and parallel to them throughout its length. It must be 6¾ inches above the playing surface and its top must be taut.*

An Out-of-Door Play School

(Continued from page 501)

"For 15 years the Summer Play Schools Committee of the Child Study Association of America has been actively engaged in interesting communities in the use of their own facilities and resources for making the summer time meaningful to children whose vacation period is otherwise unprovided for. This period is being used by organizations to conduct all day play schools for children. A program of creative activities based on the child's interest and background has developed. Time is also given to a more intensive study of the individual needs of the child and for closer contact with the home.

"Sunnyside Gardens has been a pioneer in using its playground facilities for a more vital summer's experience for children. It has taken the essential features of an all day play school, modifying them in accordance with the special needs and resources of its own community.

"In the first year of the experiment, Sunnyside Gardens has made real progress in demonstrating the way in which a playground can be made more vital to home and child through the development of a program based on present day educational principles."

New Books on Recreation

Glimpses into Boyland

By Walter Mac Peek. The Franklin Press, 931 Tenth Street, Washington, D. C. \$.50.

SEVENTEEN stories, including "George Washington—Real Boy," make up this seventy-one page book which has been written largely for leaders of youth, Scout leaders, teachers, Sunday School workers and others, to help them develop an understanding of young people. The book is illustrated with more than twenty thumb nail silhouettes which add to its attractiveness.

The Professional Boys' Worker in the Y. M. C. A.

By Owen E. Pence. Association Press, 347 Madison Avenue, New York. \$1.50.

THIS MONOGRAPH has been issued to provide boys' work secretaries of the Y. M. C. A. certain facts which may help them in examining their position as a professional group and in planning for their own professional developments. The data used in the study on which the monograph is based relates to the field of work, the position itself, the present personnel, the present status and the professional outlook. The book should be helpful to all group workers in evaluating their own professions.

Machine-Made Leisure

By Paul T. Frankl. Harper & Brothers, New York. \$2.50.

HERE IS a stimulating book in which one of America's distinguished artists and designers in the field of the applied arts discusses the relation of the artist to our industrial life and points out both how the artist can function effectively in the machine civilization and how the manufacturer and distributor of goods can wisely avail themselves of the role which these creators of beauty should play in American life. Out of the analysis of the role of machinery in the modern world the author develops the theme of the increasing importance of leisure. A few quotations will show his trend of thought.

"This book is not written for the few to whom art is caviar—an abstract matter of beauty to be dealt with in ecstatic words. It is rather intended for the many who feel with me the desire to live and see life in terms of beauty. The aim of industry is to enable us to live well. If the machine, our slave, is to do the work we otherwise would have to do, it ought to give us additional leisure—and beautiful leisure. . . . Our problem is how to live at peace with the machine. But to do this it is necessary to persuade the great American public that leisure may be a sound investment, since leisure is, in



Courtesy Bloomfield, N. J. Board of Recreation Commissioners

Boys and young men come into prominence in a number of recently published books.

the long run, the very thing that dollars and cents are supposed to buy. . . . If the machine can be mobilized for the creation of the really good life, its tortuous and tragic history will be fully justified, and leisure will be once more not a curse but a blessing."

Leisure in the Modern World

By C. Delisle Burns. The Century Company, New York. \$2.50.

MR. BURNS, the author of *Modern Civilization on Trial* and the Stevenson Lecturer in Citizenship in the University of Glasgow, in preparing this book has adapted material given in a series of talks over the radio from Glasgow and London in 1932. His argument as he states it is as follows: Recent changes in the amount of leisure and its uses have caused social tendencies toward experimentalism in daily life, toward equality and toward movements which aim at modifying the traditional position of women, of children and of the youthful. There is now a possibility of a new type of civilized life, not dependent upon a leisured class but arising directly from the leisure of those who work for a living. Leisure has always been misused even in ancient Athens, Mr. Burns contends. It was a small minority who enjoyed the society of Socrates or produced poems and sculpture. Today if democracy is to be civilized, not only a deeper scientific insight but works of fine art must come out of the leisure of the majority—those who work for a living. "Civilization may depend for its roots upon the way in which work is done," states the author, "but it depends for its finest flower upon the use of leisure."

Student's Handbook of Archery.

By Phillip Rounseville. A. S. Barnes and Company, New York. \$25.

This book is intended for beginners. Consequently it takes up in detail such fundamental questions as the selection and care of equipment and fundamentals of correct positions. A number of archery games are described and a bibliography is included, together with a number of score sheets and suggestions for their use.

Neighborhoods of Small Homes.

By Robert Whitten and Thomas Adams, Harvard University Press, Cambridge, Massachusetts. \$3.50.

This study is published as the third volume of the Harvard City Planning Studies and is devoted to the problem of the economical development of neighborhoods of small homes, including consideration of the whole question of adequate open space for sunlight, air and recreation. The first section of the volume has been prepared by Robert Whitten, who covers the planning problems involved in the development of neighborhoods of small homes at low cost in the United States. The second section by Thomas Adams is a report of the experience in England along this line, including garden city developments and housing developments under the auspices of the London City Council. Park and recreation executives throughout the country will be interested in the consideration given to the problem of parks and play spaces, both in the English experiences and in the suggestions worked out for communities in the United States.

It is becoming more and more apparent that neighborhood environment is as important a consideration as the house and lot themselves. Significant statements are being made by heads of savings banks, insurance companies and others interested in the financing of home building and home ownership, as to the importance of city and neighborhood planning to the financing group. They consider more and more the stability of neighborhood as a factor in financing of home ownership, and acknowledge the contribution of open spaces to neighborhood stability. Park and recreation executives also have a direct concern in city and neighborhood planning for recreation, and the material in this volume should be of interest to them and of real value in helping them to interpret to local realtors and others interested in the development of residential neighborhoods proper planning for recreation and ways and means in which this can contribute to the commercial value as well as the social values of the community.

The Readers' Guide to Periodical Literature.

H. W. Wilson Company, 950-972 University Avenue, New York.

This index to the current numbers and back files of more than one hundred magazines is a most useful reference for public and school libraries. The Guide was first issued in 1900 and the complete service is included in a series of large cumulations bound in library buckram. All the references are entered under specific subjects, each entry giving the necessary information for finding the article. The eighth volume, just published, contains a complete index of the contents of RECREATION for the past three and one-half years.

Play and Play Materials.

Child Study Association of America, 221 West 57th Street, New York.

The December issue of *Child Study* is devoted to a discussion of play and play materials, and a number of interesting and practical articles are presented on this subject. This number also contains a selection of the year's best books for children. Copies of the issue may be secured at \$.15 each from the Child Study Association of America.

Physical Education Activities.

By Theodore Cramlet, M.A. and Russell C. Hinote, B.S. Dodd, Mead and Company, New York. \$2.00.

During recent years many of the more formal methods of gymnastic drills and apparatus work in the physical education program have been replaced by informal work and play. In this volume the authors have made a combination of formal and informal types of exercise. Among the activities and facilities described—and there are many illustrations and diagrams accompanying them—are tumbling, hand balancing stunts, foot tumbling, flying rings, horizontal bar, single trapeze, body balancing stunts, juggling and balance, pyramid building, and miscellaneous gymnastic events. Part II is devoted to the organization of short gymnastic programs, in particular the circus.

Watching Yourself Go By.

Girls' Friendly Society of the United States of America, 386 Fourth Avenue, New York. \$25.

Live issues for girls of today are presented in the four units of this program kit—How girls can budget their income and get their "money's worth" in these days of salary cuts; how they can learn about new jobs and prepare for them; how they may become more attractive and interesting to other people and to themselves, and what they can believe about questions of religion in this fast changing world of ours. Trips, discussions, dramatic skits and interviews are a few of the devices suggested for young people to build their own programs. Each of the four units—*Your Personality*, *Your Money*, *Your Vocation* and *Your Religion*—is bound separately and all four are enclosed in a bright cover containing suggestions for leaders.

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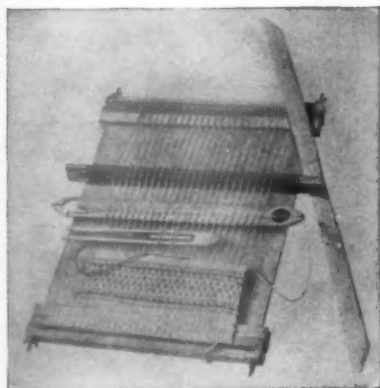
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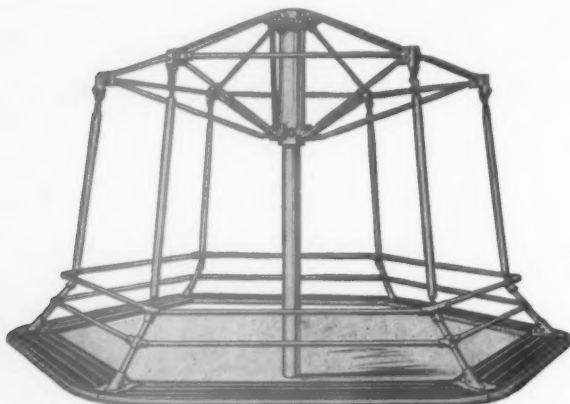


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